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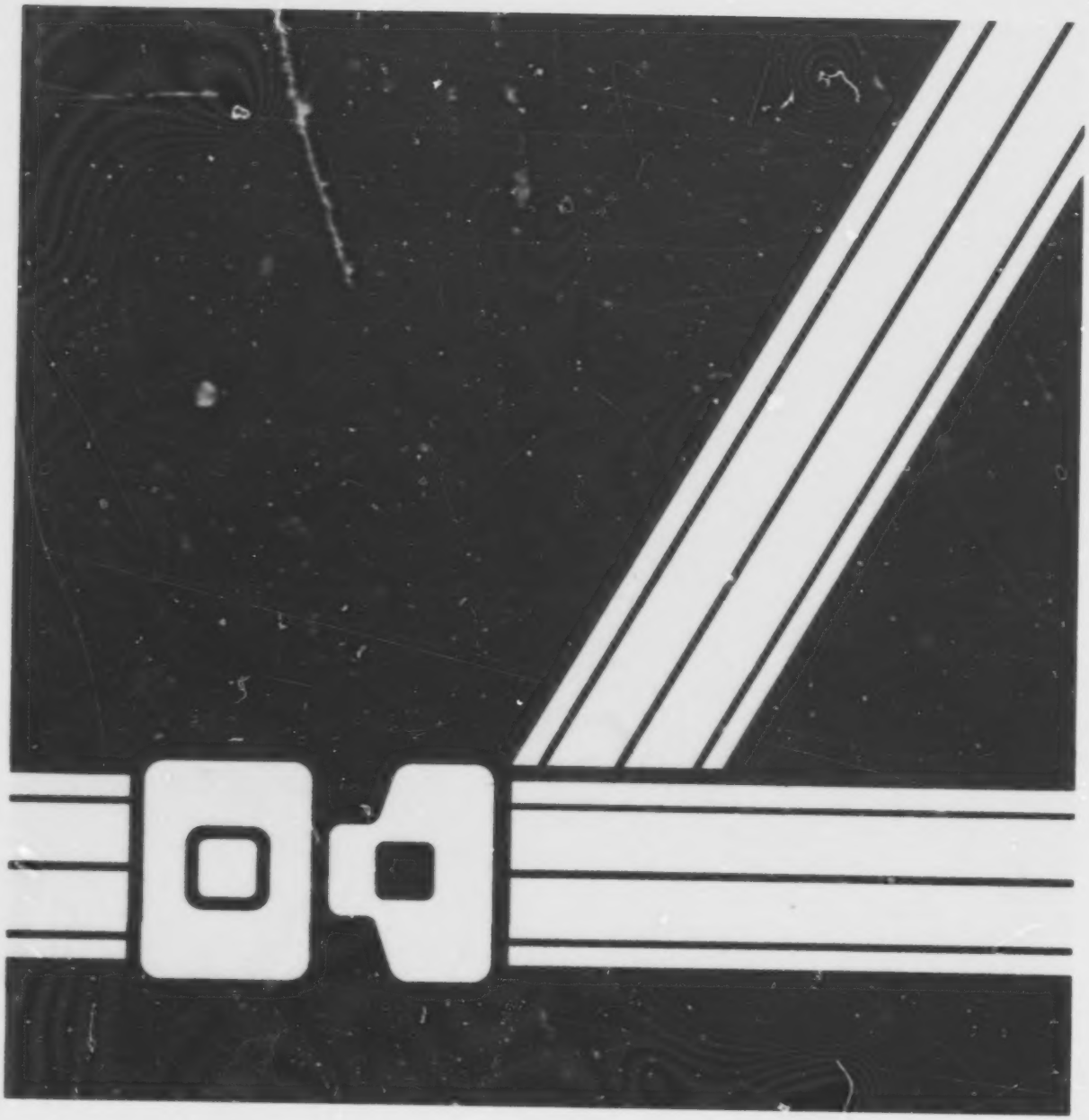
A Road Map to Child Passenger Safety

Revised Edition
April 1985



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A Roadmap To Child Passenger Safety

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"A Roadmap to Child Passenger Safety" is prepared in cooperation with the State of California, Business, Transportation and Housing Agency, Office of Traffic Safety, the U.S. Department of Transportation, National Highway Traffic Safety Administration and Federal Highway Administration. The opinions, findings, and conclusions expressed in this publication are those of the authors and not necessarily those of the Office of Traffic Safety, the National Highway Traffic Safety Administration or the Federal Highway Administration. The conclusions reached under this Project do not reflect on the San Joaquin Valley Health Consortium.

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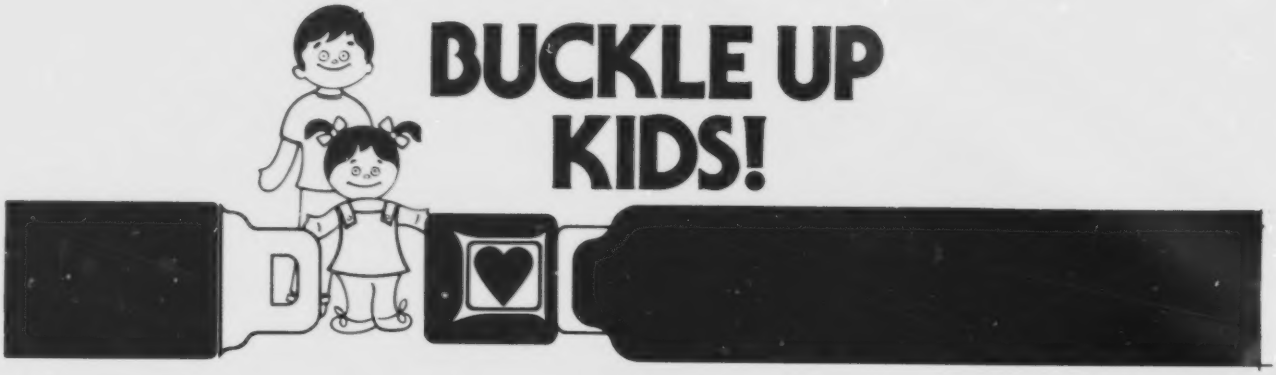

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Introduction

Death or injury to even one child is tragic for family, neighborhood, and community. Therefore, it is hard to understand why each year in the United States thousands of children become needless victims of automobile accidents because they were not properly protected by a safety seat or safety belt. It seems even more senseless when we realize that an estimated 70% of serious injuries and 90% of deaths caused by automobile accidents can be prevented when children are properly buckled up.

You may be aware of and a part of the child passenger-protecting programs which are currently underway. In 1978-79, the Federal government initiated a national campaign for safety seat/safety belt education. Today more than 40 states have child passenger safety (CPS) laws requiring young children to be buckled into safety seats or safety belts. This commitment at the Federal level, and the response at the State level reflects a deepening interest in preventing our children from becoming painful statistics. To save lives, however, there must be caring people like you in every community to reinforce these efforts with local action.

"A Roadmap to Child Passenger Safety" results from the Federal and State concept to fund an innovative, comprehensive, community-based child passenger safety program which can be duplicated in any community. California was a timely choice for such a program because its legislature had just passed Assembly Bill 1198, which mandated a child passenger safety education program in one of the state's communities. The program was implemented through the San Joaquin Valley Health Consortium in Fresno in keeping with the Federal and State aim to make CPS a health issue. Fresno was chosen because it is a city with nationally-recognized norms for testing and determining the effectiveness of products and activities. The Federal/State concept called for a minimal investment of money to develop approaches for directly involving community people in an ongoing CPS effort. One by-product of the Fresno program is a publication which suggests ways that one interested person can activate his or her community around a CPS effort.

"A Roadmap ... " incorporates not only those lessons about community organization learned in Fresno, but also those of other communities throughout the country. It is designed so it can be reproduced inexpensively and so that new information can be added easily. A column on most pages provides space for making notes. "Obstacles in the Road" sections warn of potential problems within specific activities. Resources relevant to certain sections appear in *italic* type to set them apart. The underlined letter in each reference corresponds with the same letter in the "Resources" section which begins on page 83. Materials in the "Resources" section have been arranged by categories.

Realize that you are not alone as you struggle to share your interest in child passenger safety. Don't be embarrassed to ask for help, even from people in other communities or other states. Remember that thousands of us are experiencing the same frustrations that you are, and we are willing to help.

Judith Ludwick
San Joaquin Valley Health Consortium
August 1983

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1. Getting Yourself Organized

Obviously you are convinced that child passenger safety is an important topic for you to spend your time on. To have a successful community program, you are going to need to convince a lot of other people to share your commitment. How are you going to do that?

The following steps will help you get organized:

FIND OUT THE FACTS

Whatever your reasons for being involved, you probably need to have a more thorough understanding of or more up-to-date information about the seriousness of the problem and the effectiveness of safety seats and safety belts in preventing deaths and injuries among children involved in motor vehicle accidents. You will want to obtain statistics that relate specifically to your locality. You will also want to find out the status of child passenger safety legislation in your state, and the provisions of any child passenger safety bill or laws.

Resources: see "Resources", Printed Materials

"Automobile Safety Belt Fact Book", Revised, May 1982, National Highway Traffic Safety Administration
"Children in Crashes", Insurance Institute for Highway Safety.

State and Federal Political Representatives
State Office of Traffic Safety
County Coroner's Office
Highway Patrol Office
Library Reference Department
Your Local Newspaper's Library

FIND OUT WHAT ELSE IS BEING DONE OR HAS BEEN DONE IN YOUR COMMUNITY

Is there a child passenger safety association in your community?

Do your local hospitals, health clinics, doctors' and dentists' offices offer information or instruction to parents or children about child passenger safety?

Is child passenger safety included in the curriculum of prepared childbirth or parenting programs?

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Do school nurses provide information on this topic to teachers, parents, or children?

Is safety belt use emphasized in driver training and/or driver education classes, or other classes in school?

How strenuously does your local police department enforce existing child passenger safety laws?

In answering these questions, you not only will avoid duplication of effort, but you probably will locate some other people who are interested in joining you in your effort. Gaining this kind of support early will give legitimacy to your efforts, as well as making it possible for you to set more realistic and attainable goals.

Resources:

County Health Department
Local Police Department Safety Council
School Health Curriculum Coordinator

ASSESS YOUR RESOURCES

Your school system, library, chamber of commerce, public health department, community council, etc. may have more to offer than you realize.

Do any or all of these agencies

Publish a newsletter?
Have meeting rooms available?
Lend or rent films?
Lend audiovisual equipment?
Maintain a directory of services available in your community?
Maintain a listing of who's who in clubs and organizations?

Start with your library. If you are fortunate enough to have a library with an Information and Referral (I&R) service, you may find the answers to most of these questions in one place. If not, you will need to make a few more phone calls.

The following check list should be helpful:

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CHECK LIST FOR ASSESSING COMMUNITY RESOURCES

AGENCY OR ORGANIZATION _____

Contact person:
Title or position:
Telephone #
Address:

Newsletter? Yes ____ No ____ When/how often published?

Contact: Deadline for copy:
Limitations:

Meeting rooms? Yes ____ No ____ Days/hours available _____

Contact: Fee?
Restrictions on use _____

Films, audiovisual equipment? Yes ____ No ____

Contact: Type:

Cost/restrictions:

Other services: (directories, I&R, etc.) Contact:

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DEFINE YOUR GOALS AND OBJECTIVES

By now you probably have identified other people who are just as concerned as you are. Gather them together and set your goals and objectives.

Remember, a goal is something you want to have happen. An objective sets forth in some detail one or more steps you are going to take to reach your goal.

For example, your goal might be:

Increasing safety seat usage by parents and others who transport children under 4 years of age.

In which case your objectives might include:

Arranging to make presentations about CPS to parent groups;

Holding CPS workshops for preschool teachers, nurses, administrators, etc.;

Establishing a loaner program which would make seats available to low-income parents;

Making brochures and other CPS materials available to preschools in your community;

Conducting an ongoing media campaign which would increase public awareness concerning child passenger safety.

WRITE A SUMMARY STATEMENT

Using the simplest possible language, define why child passenger safety is a problem that people in your community should be concerned about. State the most pertinent facts, especially as they pertain to children in your locale. State what you hope to accomplish and how (your goals and objectives). Include a name, with address and telephone number, to contact for further information.

This statement should be as brief as accuracy and clarity permit, and should be carefully prepared. Your final printed product does not have to be expensive or fancy, but should be as professional looking as possible.

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Ways to use it:

Leave a copy of it when you contact people about your project;

Use it as the basis for letters to potential volunteers, resource people, financial contributors;

Press releases, public service announcements, and other presentations can be re-statements of or elaborations on this basic informational piece about your project;

It will serve to keep all of your core group on the same wave length.

You DO have a core group by now, don't you?

Obstacle In The Road

Trying to do everything yourself!
Trying to "reinvent the wheel"

DEVELOP A TENTATIVE PLAN FOR CARRYING OUT YOUR GOALS AND OBJECTIVES

This is a good time for your group to have a "brainstorming" session to list possible events and activities which will help you get your message across.

Two things to remember:

First, this is a time not to say things like, "That won't work" or "We tried that before". The important thing here is to encourage steady flow of ideas. Don't be afraid to list more things than you can do. You want a lot of potentials to choose from.

Second, in order to be successful you will need to create and sustain an effort over a period of time. Activities that complement each other or follow each other can spread around involvement so that interest is kept high, new people are attracted to your effort, and your core group is kept from being "burned out".

After you have listed everything you can think of, begin arranging activities in a probable sequence. For example, if you do a CPS workshop to train professionals, a logical follow-up activity would be to begin developing a speaker's

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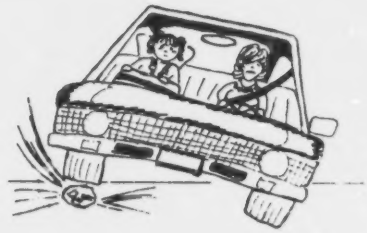

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bureau from among your workshop participants, then planning a public information campaign, and scheduling speaking engagements. Media engagements on radio and television or interviews with local newspapers probably would be scheduled before speaking to clubs or organizations, because media spots are often planned only 2 to 6 weeks in advance. Many organizations, however, schedule speakers as much as a year in advance. Also, the media hosts often are easier to identify than the current program chairpersons of community organizations.

Note major events that take place in your community. They can be either dates you want to avoid or events you will want to take part in. For example, you wouldn't want your town's St. Patrick's Day Parade to go by without reminding parents, "Don't Count on the Luck O' the Irish! Buckle Up Your Kids!"

Delegate responsibility among your core group for listing resources needed and for finding out how other groups have carried out specific activities. Shared responsibility from the start is a must.

Obstacles In The Road

Negativism..."It won't work"

Failure to delegate

POSSIBLE CPS ACTIVITIES

Proclamations by Mayor/City Council, Board of Supervisors
Press conferences/news events
Radio and TV talk shows
Public service announcements (P.S.A.s)
Newspaper articles
Newsletter articles
Ads in newspapers/on radio/billboards
Public service messages on delivery trucks
Putting CPS messages on placemats in restaurants
Giving out CPS buttons or pins, balloons, pot holders, litter bags -- other give-aways
Printing and selling t-shirts
"Stuffers" in soda pop cartons
Workshop/safety seat demonstrations
Safety seat clinics at which seats are checked, tethers are installed, and instruction in proper use is given

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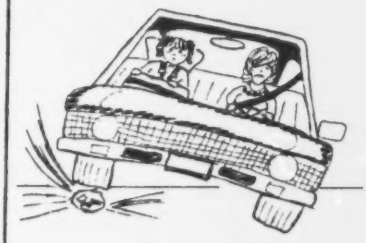

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Child Passenger Safety Week
Safety seat/safety belt survivor clubs
Speaking to parent groups
Showing films to children
Making up educational kits
Shopper's guides
Distribution of brochures, bumper stickers
Parades/play days/festivals/school carnivals
Baked food sales, yard sales, car washes and other fund raisers
Giving prizes (or providing "incentives") to children who are buckled up
Fairs
Games (e.g., buckle-up relay)
Exhibits at health fairs, in malls, at professional conventions

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2. Organizing Your Community

You have gotten yourself organized. You have a realistic idea of what you want to do and many ideas about how to do those things. You have written this down clearly and concisely. You have some knowledge about the resources available in your community, and you have a tentative plan of action. To make it work, you will need to involve a lot of people and get them to share your concern and enthusiasm.

One basic principle to keep in mind is that people can be motivated to participate when the issue is something they care about, or are angry or upset about. People will get meaningfully involved in events and activities which utilize a special talent they have or relate to their work or interests.

No doubt you are eager to actually set up activities, but you will accomplish a lot more in the long run if you take time now to broaden your base. This involves

A. Identifying and contacting key people,
B. Calling a meeting,
C. Presenting and revising your plan, and
D. Formalizing your group.

A. IDENTIFYING AND CONTACTING KEY PEOPLE

In another "brainstorming" session (the same "no negatives" rule applies), begin listing names of people who you will want to involve in, or at least inform about, your effort. They will include

People in positions of authority or influence who can either help or hinder potential activities;

People involved in similar projects which may either be compatible with or confused with yours;

Other actively-involved community leaders who know many people and/or represent certain constituencies.

Don't overlook "the printed word" as a source of more names. The public library probably has copies of directories for your school districts, city and county governmental officials, and medical and dental societies, including names, titles and phone numbers. Some

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organization in your community, such as the Chamber of Commerce, or Zonta Club, may publish a list of local clubs and organizations. The local P.T.A. president probably has a list of all local parent-teacher association presidents. Your local newspaper can be invaluable in helping you identify people who are involved in related activities, or are in positions which can be beneficial to your CPS efforts. Scan the local news in brief, club notes, and business page regularly for continuous information.

You may want to compose three lists of key people, based upon the following categories:

1) "Opinion makers", or people who are in leadership positions and are considered to be influential; e.g., your mayor and other political leaders, presidents of community organizations, business and professional organizations, and service clubs (such as the P.T.A., Chamber of Commerce, American Association of University Women, League of Women Voters, Kiwanis, Rotary); newspaper editors and publishers, local TV and radio personalities.

2) Professional people who are potential "advocates". These are people who, in the course of their work, impact upon the target groups you are trying to reach; e.g., doctors, nurses, and other medical personnel; teachers, administrators of preschool programs, dentists, social workers, child psychologists, nutritionists, childbirth educators, police, clergy, retailers, media representatives.

3) Volunteers:

Members of auxiliaries, parent groups, senior citizens' groups, local volunteer bureau, or other organizations interested in the safety of children, such as your local chapters of the National Safety Council or Red Cross, or other water safety, crossing guard, or bicycle safety programs.

If you don't know the names of the people, write down the name of the group or organization. You will find the name of the person you are looking for as you contact others on your lists.

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Look over your lists and plan your contacts in accordance with your goals and objectives. This is another time for shared responsibility. Decide who is going to make the contact, and how, and when.

How and when you contact people depends on who they are and what you expect them to do. For example, if you are inviting potential advocates on your list to attend a workshop, a letter with a follow-up phone call will do. For contacting and involving the "opinion makers" on your list, there is no substitute for the face-to-face interview.

Know what you are going to ask for before you make your contacts. What you ask for depends partially on who you are talking to, but there are four kinds of things you may be seeking:

Input
Influence/Access
Participation
Donations

Input - Ideas and reactions to your project, suggestions for activities, and names of other people to contact;

Influence/Access - Use of their names as supporters (in your press releases, letters, on your stationery, for example), letters of support, appearances at press conferences, access to people (such as a department head approving staff attendance at a workshop), access to equipment (such as audiovisual equipment), news articles and editorials, free media time, and space;

Participation - Membership on a task force or a committee, attendance at meetings or workshops, public speaking, distribution of materials, making phone calls, staffing booths, putting up displays, typing, stuffing envelopes;

Donations - Cash, free printing, mailing, office space, supplies, materials, loan of equipment, all kind of services needed to carry out your plan.

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At this stage you will be contacting people who potentially can provide all of these kinds of help. Start with the best known, most influential people on your lists.

Don't feel intimidated about asking "important" people for appointments. They are accustomed to having people seek out their advice and help. That is how they got to be so "important". However, do prepare thoroughly for your meetings with them, and then plan for all the other people on your lists the same way.

A *PARTIAL* LIST OF WHERE TO FIND KEY PEOPLE WHO IMPACT ON SPECIFIC TARGET GROUPS

General Public

Radio/TV stations
- Managers
- Public Affairs Coordinators

Newspapers
- Editors
- Community Affairs Directors

Elected Officials
- Mayor/City Council
- Board of Supervisors; Board of Education
- State and Federal Legislators

School Superintendent
Director, Adult School

Community College
- Community Services Director

Law Enforcement Agencies
- Police Chief
- Sheriff
- Local Commander/Public Information Officer, State Highway Patrol

Local Agency Directors
- Public Health
- Social Services
- Streets/Traffic
- Library
- Community Action/Economic Opportunity
- Health Systems Agency
- Epilepsy Society
- Easter Seal Society

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Safety Directors/Risk Managers
- Major Businesses/Governmental Agencies

Hospitals
- Chief Administrator
- Public/Community Relations Director
- Medical Chiefs of Staff
- Nursing Directors
- Auxiliary Presidents
- Volunteer Coordinator

Presidents of Business and Professional Associations/ Auxiliaries
- Chamber of Commerce
- Automobile Dealers
- Gasoline Retailers
- Insurance Agents
- County Medical Society/Auxiliary
- County Dental Society/Auxiliary
- Pediatric Nurse Practitioners/Physician's Assistants Association
- Family Practice Nurse Practitioners/Physician's Assistants Association
- Emergency Nurses Association

Managers
- Shopping Centers/Malls
- Public Relations Firms
- Banks
- Fast Food Franchises
- Car Rental Agencies
- Driving Schools

Presidents of Community Organizations/Service Clubs/Auxiliaries
- Parent-Teacher Organizations
- Council of Churches
- American Association of University Women
- League of Women Voters
- Zonta Club
- Jaycees
- Lions
- Rotary
- Shriners
- Kiwanis
- Business and Professional Women
- Car Clubs
- Red Cross
- Volunteer Bureau

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Expectant Parents

Obstetricians/Gynecologists
Nurses
Nurse-Midwives

Childbirth Educators
- Hospitals
- Lamaze Classes
- Birthing Centers
- Adult Schools

Staff of Maternal Health/Nutrition Programs
- Public Health Department
- W.I.C. Program

Family Physicians
Pediatricians
Instructors, High School Parenting Programs
La Leche League
Clergy
Infant/Maternity Retailers

Infants/Children Birth-4 and Parents

Pediatricians
Family Physicians
Pediatric and Family Nurse Practitioners
Physicians' Assistants
R.N.s
Nutritionists
Hospital Volunteers
Dentists
Dental Assistants
Day Care Providers
La Leche League
Parenting Support Groups
Clergy
Preschool Teachers/Nurses

Disabled Children/Special Education Program Staff
- Teachers
- Psychologists
- Transporters

Retailers of Toy/Infant and Children's Wear

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Children 5-9

Physicians
Teachers, Public and Private Schools
Child Psychologists
Red Cross Volunteers
Crossing Guards
Big Brothers/Big Sisters
Discovery Centers
Zoo
Amusement Centers

Youth Leaders
- 4-H
- Boy/Girl Scouts
- Campfire Girls
- Indian Guides/Maidens
- YMCA/YWCA
- Churches
- Coaches of Soccer, Baseball, Other Athletic Programs

Local Sports Heroes
Local Disc Jockeys (DJs)/TV Personalities
Community Centers
Fast Food Outlets

Youth 10-15

School Service Club Leaders/Advisers

Coordinators/Instructors
- Driver Education/Training
- Family Living
- Teen Parenting

Baby Sitting Instructors
School-Operated Day Care Centers
Religious Youth Leaders/Advisers
Red Cross Safety Instructors
Driving School Instructors
Teen Centers
Teen Retail/Record Outlets
Movie Theaters
Arcades
Radio DJs with Teen Following
Car Club Members

TIPS FOR MAKING SUCCESSFUL CONTACTS:

1) Call to make appointments beforehand, and be prompt;

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2) Indicate to them why you have contacted them, (i.e., you know of their interest in the safety of children, you are aware of their knowledge of the community, you have worked with them before);

3) Let them know what you are attempting to do. Share with them the information in your project summary, what your tentative plan is, and who is working with you. Seek their suggestions for additional activities and other people you should contact;

4) Let them know what you want from them. Be specific. For example, if you are asking someone to serve on a task force or committee, spell out expected frequency of meetings;

5) Jot down specific information they give you;

6) Say more than just "thank you" when you leave. Let people know that you value the time they have just spent with you, that their advice or offer of help will be useful to you and that you will follow-up on their suggestions;

7) Keep a record of the date, and who you spoke with, and list the suggestions and commitments made and follow-up needed;

8) Soon afterwards, write a brief letter of thanks, recapitulating any commitments they made, asking for any confirmation needed, furnishing any additional information they requested.

As you make contacts, you will save a great deal of time and trouble later if you devise a simple system such as a card file, for keeping names, addresses and telephone numbers of your contacts. Also, this way no one will be left out when you do "thank yous" and other special mailings.

B. CALLING A MEETING

Good coordination is vital to conducting a sustained community education campaign, and this requires that key people meet together in some organized manner.

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If there is a state-wide Child Passenger Safety Association in your state, one of your objectives probably will be to form a local chapter. Whether you choose to form an association or meet for the time being as a task force or committee, a first step is to call a meeting.

Steps to follow for meaningful meetings:

1) Set the specifics: Date
Time
Place

Give people two or three weeks notice. Aside from obvious conflicts, the time and date of the meeting probably will not be as crucial for attendance as giving people time to plan to attend.

Consider the place. Use the infomation you gathered to "Assess Your Resources" for selecting a location. Is it convenient and is free parking available? Are the facilities conducive to a successful meeting? Many a well-planned meeting has been unsuccessful because the people present were uncomfortable, distracted by noise or other activities, or the permanent seating arrangement discouraged them from free and open discussion. Is it "neutral"? For example, is the place seen as a gathering place for the entire community, or is it on one group's "turf"?

2) List people to be invited. Check to make sure you haven't overlooked anyone.

3) Prepare and send letters of invitation to include:

a) purpose of meeting
b) invitation to participate
c) specifics of the meeting (including directions to the meeting place, no matter how well-known you think it is)
d) request for a response to the invitation, including name, address and telephone number of the person to whom the response should be directed, and the deadline by which you would like a response.

Along with the letter, send your summary statement and a list of names of people invited.

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4) Prepare an agenda.

(sample agenda)

Introductions
Appointment of temporary chairperson and secretary
Review of purpose of the meeting
Discussion of tentative plan
Appointment of sub-committees
Selection of nominating committee
Discussion of composition of group/additions
Set date for sub-committee reports
Set time and place for next meeting
Plan how minutes and notification of meetings will be handled.

5) Plan refreshments if that is customary in your community.

Obstacles In The Road

Poorly planned, muddled meetings

Being sidetracked from agenda items
Make sure that decisions are reached and responsibilities delegated before moving along to the next item.

The "in" group
Your core group needs to consciously involve new people. Assume leadership, but involve others in decision-making.

C. REVISE YOUR CAMPAIGN PLAN

As a result of your contacts and your meeting, you may have:
received new ideas;
involved more people;
discovered resources you didn't know you had;
formed sub-committees chaired by enthusiastic, responsible people;
focused in on those activities suggested in your tentative plan that are most feasible for your community.

Now is the time to set priorities among your selected activities or strategies.

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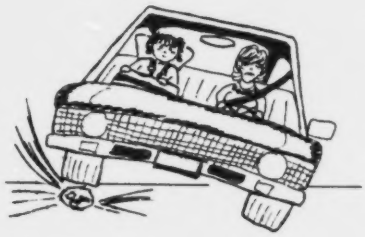

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Gather your sub-committee leaders together and revise your campaign plan. List strategies you have selected to carry out each objective, setting dates for major events and activities, and listing resources needed and people responsible. A chalk board is handy here because it promotes flexibility. If no chalkboard is available, newsprint or any large sheet of paper tacked up on the wall will do.

NOTES:

D. FORMALIZE YOUR GROUP

Whether or not you plan to form a legal association with by-laws and tax exempt status, you will need to structure your group to maintain credibility and to function efficiently and effectively.

This means that, by mutual agreement, someone must be in charge of basic functions.

The basics:

A leader - the principal spokesperson for the group; chairs meetings, delegates responsibility, and sees to it that people are acknowledged for their contributions and participation;

A secretary - the one who keeps records of meetings and notifies others in the group of meetings and upcoming events;

A treasurer - the one who keeps records (in scrupulous detail) of money raised and spent. Your handling of money must not only <u>be</u> above reproach, it must always <u>appear</u> to be above reproach. Set up a bank account and require two signatures on checks issued.

There are other functions to be taken care of, such as fund raising, public relations, or editing a newsletter, that you can add to the list if you have the people, but they also can be delegated as needed. The ones listed above are necessary from the start.

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Resources: see "Resources", Resource Agencies

National CPS Association
State CPS Association
Neighboring Community CPS Groups

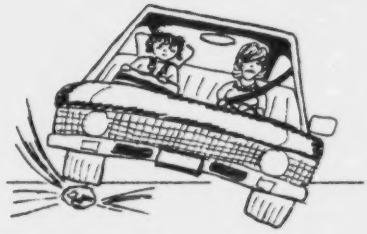
Obstacles In The Road

Leadership roles that are unclear

Sloppy record-keeping

Lack of communication

NOTES:



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3. Carrying Out Your Plan

Hopefully, during your initial meetings, leaders have emerged and have taken responsibility for each objective in your plan. Each sub-committee leader needs to set out, in some detail, plans for carrying out each strategy. The remainder of the "Roadmap" presents strategies and suggestions for carrying them out. The following steps will help you meet your objectives:

1) List needs:

authorizations or permissions,
publicity,
materials and equipment,
people,
money;

2) Given the target date agreed upon in your plan, list dates when you will need the things you have listed above;

3) Identify people who can help, and why they will be likely to;

4) Plan when and how to ask for what you need.

You're ready! Get set! Go!

Keep your eye on the plan. You will need to organize one event while another is occurring. Continuously inform those people you have contacted about what you are doing. Keep track of who is doing what. Acknowledge people for the help they give you.

Techniques for keeping your eye on the plan:

Transfer key dates to large wall calendars (one for each month of your campaign);

Use pencil for tentative dates and pen when confirmed;

Use different colored pens to denote different types of activities (e.g., red for media deadlines, green for workshops and presentations, brown for committee meetings, etc.)

NOTES:

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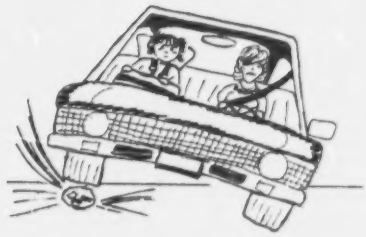
Obstacle In The Road

Rigidity

Stay flexible. Be ready to leave something that isn't working and try something else.

NOTES:



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4. Mapping Out A Media Campaign

Now that you have rallied other people around the CPS cause, and have agreed to a plan of action, it's time to organize how to approach the media and what to approach them with. Media representatives will be receptive to receiving and disseminating information about child passenger safety if you follow some basic suggestions.

Realize that CPS will have appeal to the media, in part, because

1) the health and safety of children is non-controversial;

2) child-related news and features are popular with viewers, listeners, and readers;

3) media representatives can directly relate to CPS and therefore, easily become personally involved in the effort.

When utilized well, the media can be instrumental in

1) informing the community about the need to buckle up children, and correct safety seat/ safety belt usage;

2) including in their reports information about whether or not children involved in auto accidents were buckled up;

3) promoting contests, tether clinics, fund raising activities, health fairs, speaker's training workshops, meetings, etc.;

4) soliciting funds for loaner programs, and other needed items;

5) increasing the number of local CPS advocates/ volunteers;

6) suggesting and following through on activities to promote CPS; e.g., developing radio or TV PSAs utilizing child-written and/or produced information, arranging TV and radio talk show appearances, developing PSAs focusing on popular or timely local people;

7) serving on an advisory board, steering committee, or other community-wide CPS consulting group.

NOTES:

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You will want to maximize your potentials for placing information free of charge, and if you are a non-profit effort you will be eligible for such coverage. One person needs to be designated as being responsible for media contacts to assure that you do not duplicate efforts. It is crucial that your Public Information Officer (PIO) wants the excitement -- and responsibility -- of planning, writing, and placing releases with the media. Your PIO may want a sub-committee to help identify communication outlets, newsworthy activities and ways to publicize those activities.

NOTES:

HOW TO REACH THE MEDIA

First you need to identify and make lists of TV and radio stations, (including public and college), newspapers and newsletters, city and state magazines and juvenile magazines and publications which reach your area. Check the telephone book yellow pages, the public library reference section, and the Ayers Directory of Newspapers and Periodicals at the library for information. Don't overlook newsletters for conveying your message to specialized audiences. Identify prospective newsletters and send postcards to them requesting to be added to their mailing lists. Include school districts, PTA, hsopitals, etc. Next, compile lists of the various appropriate media. Have sub-committee members help call each of the locations to gather complete information before actually trying to put out any CPS messages. You will need to find out the following from:

Television and Radio Stations

Correct call letters, number and network affiliation (e.g., CBS)
Address, Zip Code, Phone Number
Names of Station Manager
News Director
Assignment Editor
Public Affairs Director
PSA Coordinator

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Types of programming available for CPS
Amount of lead time needed for program information before broadcast for

- Public Service Announcements
- Community Calendars
- Public Affairs Programs
- News Programs
- Programs for certain ethnic groups

Newspapers:

Correct title
Address, Zip Code, Phone Number
Names of Editor
- City Editor
- Health Writer

Deadlines for submitting articles

Familiarize yourself with relevant columns and features, e.g.,
- Club Notes
- Community Calendars
- News Columns
- Letters to the Editor
- Editorials

Newsletters:

Correct Title
Address, Zip Code, Phone Number
Frequency of Publication
Deadline for submitting information
Name of Contact Person

Definitions:

PSAs are brief (10,20, 30 and 60 second) informational messages which describe activities, programs, and services.

Community Calendars are announcements listing details of special events of community interest.

Public Affairs Programs are interview or discussion programs which provide for in-depth consideration of issues.

News Programs relate events of widespread interest which effect many people.

News Items are reports of recent or upcoming events.

NOTES:

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Editorials are expressions of opinion by news reporters, editors or publishers, often encouraging support or debate by the public.

TIPS: Personal contacts with Public Affairs Directors, News Directors, and Editors will pay off.

Some TV or radio stations or broadcaster's associations may publish a community service guide or similar reference which will indicate contact persons, format for submitting information, etc.

All TV and radio stations accept written announcements Some accept pre-recorded taped messages. Check with them before you tape messages.

Allow 4 weeks to get your message to the broadcast media, including preparation, distribution, and broadcast time.

Listeners and viewers are of all ages, races, and with diversified interests. Decide what audience you want to reach, and select stations which target that audience.

Listen to and watch that station to become familiar with how PSAs, news, and public affairs programs are handled.

After your item has been broadcast contact the station and thank the person responsible.

Visual aids, such as safety seats, charts, and photographs enliven broadcasts.

Arrive early for broadcasts and be prepared to comfortably discuss your topic so you can be somewhat relaxed "on-the-air".

Call and schedule an appointment with your newspaper's publisher, city editor and health writer, or their equivalents, to inform the paper's decision makers about the CPS effort and to elicit their support. Provide a summary statement and encourage (don't tell) them to write editorials backgrounding CPS, and to include information about safety seat/safety belt usage in their accident reports.

NOTES:

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NOTES:

HOW TO PREPARE A TV OR RADIO PSA

(Courtesy of "Community Service Guide", Channel 30 KFSN-TV, Fresno, California)

1) Proper form: Name of Organization
Address and Telephone Number
Name of contact person submitting copy
Date copy is delivered
Dates copy is to run
(This information placed in either corner at top of page)

2) Just ONE announcement to a page.

3) Telephone numbers, street names, titles, etc., should be written in full. Abbreviations can be confusing.

4) Always give the phonetic spelling of hard-to-pronounce names in your PSA.

5) REMEMBER that what you write will be read out loud; therefore, it should be informal and easy to understand, but not breezy.

6) "Copy" refers to the written message you will provide the station. Copy should be timed to station preference. The following are guidelines. Using a stop watch will also help you determine time.

TIME	TELEVISION	RADIO
10 seconds	20 words	25 words
20 seconds	40 words	50 words
30 seconds	60 words	75 words
60 seconds	120 words	150 words

7) Visual material. For television PSAs check with the station to determine their individual preferences.

8. Posters - printed information should be kept as simple as possible for television use. Do not use white poster board... pastels are more appealing. Use black lettering. Lay-out your poster horizontally, much like your TV set...remember, it will be used on TV.

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F.Y.I. ANNOUNCEMENT

From: Fresno Child Passenger Safety Association

Speaker: Susan Vasquez

Broadcast Dates: May 7-14

Subject: Child Passenger Safety Week

Time: 70 seconds

The leading cause of death and injury among children in this country is automobile accidents. In fact, more children are killed and injured in automobile accidents than the next three causes combined!

Last year in Fresno County, over 680 children were seriously injured in automobile accidents...four more died. The most distressing aspect of these statistics is that 70% of the injuries and up to 90% of the deaths caused by automobile accidents, could have been prevented through the use of seat belts and child passenger safety seats.

The Fresno Child Passenger Safety Association would like to remind everyone that May 7-14 is California Child Passenger Safety Week. Some of the local activities during the week will include; a child passenger safety information booth and free car safety seat drawing at Roeding Park on May 7th, and a free car safety seat tether bolt clinic at Woody's Union 76 station on the corner of First and Ashlan on May 14th. In addition, special observers at several Fresno-area shopping centers will be handing out free prizes to all children who are buckled-up throughout Child Passenger Safety Week.

If you would like further information on Child Passenger Safety Week, or Child Passenger Safety in general, contact the San Joaquin Valley Health Consortium at 237-0926.

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Sample Radio PSA

From:
Linda Mack
Program Assistant
Fresno Child Passenger
Safety Project
San Joaquin Valley Health Consortium
1055 N. Van Ness, Suite F
Fresno, CA 93728

Child Passenger Safety Workshop

FOR IMMEDIATE RELEASE
THROUGH JANUARY 17, 1983

CHILD PASSENGER SAFETY WORKSHOP
January 20, 1983
Sarah McCardle Room, Fresno County Library

Time: 30 seconds

ANNCR: The Fresno Child Passenger Safety Project will sponsor a free child passenger safety workshop on January 20, 1983, from 9:30 a.m. to 12:00 noon, in the Sarah McCardle Room at the Fresno County Library's Central Branch. Topics of discussion will include: the new child passenger restraint law, and the different types of child passenger safety seats and where they may be purchased. The workshop is open to the public, and you may register by contacting the San Joaquin Valley Health Consortium at 237-0926.

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INFORMATION AND REFERRAL/NETWORK NEWSLETTER

CONTACT: LINDA MACK

The most appealing "big top" in Fresno is a "Buckle Up for Safety" t-shirt designed by kids who won a poster contest sponsored by Ringling Bros. and Barnum & Bailey Circus, KMPH TV-Channel 26, and the San Joaquin Valley Health Consortium's Child Passenger Safety Project. Seven of the 1,150 drawings submitted in the Contest have been transferred to t-shirts to be sold to benefit the Fresno Child Passenger Safety Association (F.C.P.S.A.). A daily drawing with one of these t-shirts as the prize, and drawings for three car safety seats attracted many children, parents, and expectant parents to the Child Passenger Safety Booth at the Fresno Fair. Shopper's guides in English and Spanish were distributed, as well as information about the new California Seatbelt Law that will apply to children under 4 years of age or 40 pounds, after January 1, 1983.

Upcoming child passenger safety events include an evening workshop to be held on Thursday November 11, 1982 from 7:30 to 9:30 p.m. at Sierra Hospital's Goodlife Center on Dakota at Clark. Also, the next meeting of the F.C.P.S.A. will be held Tuesday, November 16 from noon to 2 p.m. in Room 317 at St. Agnes Hospital.

To register for the workshop, or to obtain t-shirts, bumper stickers, and other materials contact Linda Mack of the Child Passenger Safety Project, of the San Joaquin Valley Health Consortium, 237-0926.

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Media Release

Contact Judy Ludwick (237-0926)

Child Passenger Safety will be the topic of a presentation Thursday, November 11, 1982 to the Clovis Kiwanis Club by Robert Ford of the San Joaquin Valley Health Consortium. The meeting will be held at 7 a.m. at Chipper's Family Restaurant in Clovis.

Resources: see "Resources" Media Resources

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5. Planning Speaker's Training Workshops/Speaker's Bureau

As you become successful in arousing your community's interest, you may feel the need to establish a list of people who are available to speak knowledgeably on the topic of child passenger safety.

Simultaneously, one way you can generate interest in CPS is by identifying potential advocates in your community and offering speaker's training on the topic.

Either way, the conducting of CPS workshops will be basic to your community outreach. Successful workshops require detailed and careful planning, and it is just as easy to plan at the same time for two workshops as for one. Planning your dates and times to allow people to select from two dates and times of day (e.g., alternate among morning, afternoon, and early evening) probably will increase your attendance.

At least two months before the tentative date you set for your first workshop, have your planning committee meet to discuss objectives, sponsorship, potential participants, the agenda, and people who will do the training and other tasks associated with planning for the workshops.

OBJECTIVES

1) To provide important information about child passenger safety to potential speakers/advocates.

Supply specific factual information in a written form that participants can refer to later.

Include your local statistics and information on availability and prices of seats locally.

Publications such as "Automobile Safety Fact Book" (NHTSA); "Children in Crashes" (Insurance Institute for Highway Safety); and "The Safety Belt Quiz" (from the NHTSA Early Rider series) are all excellent resources.

2) To give potential speakers/advocates the opportunity to preview useful audiovisual and printed materials. Plan to show 2 or 3 films of differing lengths, or for use with different audiences. Include a list of local resources.

NOTES:

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Resources: *see "Resources", CPS Audiovisual Materials*

NOTES:

3) To provide "hands-on" experience with safety seats.

There are so many different models that it is easy to get carried away here. Trying to demonstrate too many seats leads to confusion and can consume a great deal of time. Stick to the basics and demonstrate one of each:

infant,
convertible without tether required,
convertible with tether required,
booster without tether required,
booster with tether required.

4) To provide opportunities for networking among various professionals who have an interest in promoting CPS.

Consider having workshops which integrate varied professions (e.g., nurses, preschool personnel).

Include a break time in your agenda.

5) To gather information which will be helpful in planning additional workshops and activities, and from which you can develop a card file of trained speakers.

Ask participants to fill out a follow-up form which will include:

How they will use the information they have received,
Who else they think would benefit from such training,
How they will help in the effort to inform the community,
Whether they are interested in joining your group.

SPONSORSHIP

Sponsorship can be in the form of:

Donations of money to cover costs of printed materials, film rental, and other workshop supplies;

Donations of anything from printing to doughnuts,

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Use of a provider number for the granting of continuing education (C.E.) credit to nurses attending a workshop. This may be available from your school system through the health coordinator, as well as from hospitals;

Any of the above, plus use of facilities and staff, publicity, etc., such as a hospital sponsoring the workshop as a public service.

The kind of sponsorship you seek depends upon the other resources you have and the amount of control you wish to exercise over the workshop.

NOTES:

POTENTIAL PARTICIPANTS

By this time, you hopefully have long lists of people, including both those to invite directly, and those who will send staff to such training. If you don't have lists, refer to "A *Partial* List of Where To Find Key People Who Impact on Specific Target Groups", chapter 2 for ideas. Don't limit invitations to the advocates on your lists. It is important to reach the opinion makers and volunteers at the same workshops.

THE AGENDA

Topics you will want to cover include workshop purpose, definitions of the problem, statistical information, preview of and suggested uses for various audiovisual materials, review of speaker's packet, safety seat demonstration, and evaluation. If C.E. credit is offered, you will have to allow time for a pre- and post-test.

WORKSHOP TRAINERS

Don't think you have to have "big names" or out-of-town speakers to attract people to your workshop. Decide who among you are the most knowledgeable and the most comfortable with public speaking and divide up responsibility for the agenda. However, don't overlook the possibility of having an interested physician, hospital emergency room nurse, or the Public Information Officer of your state Highway Patrol speak on the seriousness of the problem.

The following check list will help you to divide up the work and make planning for your first two CPS workshops as easy as buckling up your child!

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PLANNING CHECK LIST FOR SPEAKER'S TRAINING WORKSHOP

Have You

Discussed objectives?
Listed potential workshop participants?
Planned your agenda?
Listed potential sponsors?
Selected potential workshop trainers?
Set tentative dates for your workshops?
Allowed yourself two months time?

Now you are ready to divide up responsibility for the rest of the tasks.

Task #	Person Responsible

1) Recruit Trainers

Speaker's Name	Topic	Who Will Contact

2) Preview/Select Audiovisual and Printed Materials

Item	#s Required	Cost

3) Recruit Sponsorship

Potential Sponsors

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Task # Person Responsible

4) Order Materials/Reserve Films (allow at least 1 month)

Materials	Date Ordered
_____	_____
_____	_____
_____	_____

5) Secure Safety Seats for Demonstration (allow 2-4 weeks if ordering from manufacturer)

Type of Seat	Where From
Infant _____	_____
Convertible _____	_____
Tether Required _____	_____
Toddler/Booster _____	_____

6) Finalize Specifics of Workshops (allow yourself 4-6 weeks before first workshop)

Workshop #1 Date: _____ Time: _____

Place Reserved: _____

Workshop #2 Date: _____ Time: _____

Place Reserved: _____

7) Check about C.E. credit

Who will provide? _____

Cost?

8) Prepare letter of invitation and registration form (see examples at end of this section)

____Prepared

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Task #

Person Responsible

9) Prepare list of names, addresses, phone #s of people to invite:

____Prepared

10) Compile list of media/newsletter contacts, deadlines

____Prepared

11) Mail invitations by _____
(allow 4 weeks before date of first workshop)

____Mailed

12) Prepare and mail or deliver media release by _____ (date will depend on local deadlines determined in task #10)

13) Communicate with other CPS contacts about plans for workshops:

____Done

14) Prepare final agenda ____Done

Check names and titles with trainers for correctness
____ Done

Clarify understanding of time limits and topics
____ Done

15) Prepare packets for workshop participants, including:

Sample brochures, bumper stickers ____Included
Agenda ____
Evaluation form ____
Follow-up form ____
Project Information Summary ____
Fact Sheet ____
Information on legislation ____
List of film/materials available ____

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Task # | Person Responsible

16) Make telephone calls as follow-up to invitations (a week before workshop)

____Done

17) Confirm arrangements (3 or 4 days before)

Place confirmed	____ Done
Audiovisual equipment	____
Screen	____
Parking permits	____

18) Plan for refreshments

____Done

19) Conduct Workshop #1

Date: _____

20) Review evaluations/make revisions in agenda for next workshop

____Done

21) Invite people suggested on follow-up forms to next workshop as soon as possible

____Done

22) Make telephone calls as follow-up to:

	Calls Made
people registered for workshop #2	_____
"no shows" from workshop #1	_____

23) Transfer information from follow-up forms:

to speaker's card file	____Done
to CPS master card file	____Done

24) Begin scheduling speaking engagements

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Task #

Person Responsible

25) Confirm arrangements for workshop #2

	confirmed
Place	____
Audiovisual equipment	____
Screen	____
Parking permits	____
Refreshments	____

26) Conduct Workshop #2
at least a week after #1

Date: _____

27) Send thank you letters to

Speakers ____Done
Sponsors ____Done

28) Update speaker's card file.

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Sample Letter of Invitation

Date

Inside Address

Dear

One of the activities planned as part of the Fresno Child Passenger Safety Project being implemented by the San Joaquin Valley Health Consortium is a series of workshops to provide background information needed to be effective speakers on the subject of child passenger safety.

Because of your professional experience, your influence in the community, and your interest in the safety of children, you are being invited to attend one of these workshops. We will be presenting statistics which demonstrate the need for community education on child passenger safety, showing films that can be used with different groups in promoting the use of safety seats and safety belts, demonstrating various models of child safety seats, and clarifying the questions most often raised in discussions of child passenger safety.

A major goal of our project is to involve the broadest possible participation by community groups, schools, health care providers, media and the private sector to bring about greater usage of child safety seats and safety belts by parents and others who transport children. One of the important outcomes of the workshop, therefore, is for each participant to conduct at least one other activity utilizing materials and information made available through the project. This activity could be another workshop, a staff in-service meeting, a class, a presentation before a community group, etc.

You are invited to attend one of two workshops to be held on:

August 18, 1982 from 9 to 11:30 a.m.
September 15, 1982 from 9 to 11:30 a.m.

at the Manchester Center Hospitality Room, Shields and Blackstone. There is no cost for either workshop and 2 hours of Continuing Education credit will be available for nurses.

Because space in the workshop is limited, please fill out and return the enclosed registration form as soon as possible if you wish to participate. We must have your registration form no later than August 6th. We look forward to seeing you at one of our workshops.

Sincerely,

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REGISTRATION

FRESNO CHILD PASSENGER SAFETY WORKSHOP

November 11, 1982 from 7:30 to 9:30 p.m.
Goodlife Center
Sierra Hospital, Dakota at Clark

NAME: _____

POSITION: _____

EMPLOYER: _____

ADDRESS: _____

TELEPHONE: _____

Groups with which you most frequently work (e.g., expectant parents, parents of preschool children, health care providers, etc.)

Are you interested in receiving C.E. credit? ____Yes ____ No

Please return registration form to the following address by August 6th:

Fresno Child Passenger Safety Project
San Joaquin Valley Health Consortium
1055 N. Van Ness, Suite F
Fresno, CA 93728
(209) 237-0926

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Sample Agenda

FRESNO CHILD PASSENGER SAFETY WORKSHOP

MANCHESTER CENTER HOSPITALITY ROOM
AUGUST 18, 1982, 9AM - 11:30 AM

Agenda

9:00 AM:	*Pre-Test Introductions Project Summary Workshop Purpose
9:10	"Use of Films to Motivate Parents and Others Who Transport Children" — Leslie Catron, R.N.
	Film: "Infants and Children in Car Crashes"
	Film: "Don't Risk Your Child's Life"
9:35	"Speaking About Child Passenger Safety" - Joetta DeSwarte, R.N. Review of Materials in Speakers' Handbook
10:05	Break - Viewing of materials available
10:15	Film: "The Perfect Gift"
10:40	"Teaching How to Buy and Use Car Safety Seats" - Janice Beaver, Childbirth Educator
11:00	Questions and Answers: Elaine Jimenez, Health Education Assistant, Leslie, Joetta, and Janice
11:30	Evaluation and *Post-Test

*For those seeking C.E. credit

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FRESNO CHILD PASSENGER SAFETY WORKSHOP EVALUATION

What did you find the most helpful?

What did you find the least helpful?

What changes would you suggest for future workshops?

Do you have any other comments?

Please rate the workshop (circle one).

1	2	3	4	5
Poor				Excellent

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Fresno Child Passenger Safety Project Workshop Follow-up

An important outcome of this workshop is for each participant to conduct at least one other activity using materials and information made available through the project.

Please indicate below any activity you will be doing as a part of your work:

In addition, please indicate any of the following that you would feel comfortable doing:

_____ making a presentation before an organization you belong to (such as PTA or other parent association, church group, service club, etc.)

_____ making a presentation before another group

_____ helping with a future workshop

_____ appearing on a radio talk show

_____ appearing on a T.V. talk show

Please list the names of other people who you would like to see invited to a future workshop.

Are you interested in joining the Fresno Child Passenger Safety Association? _____

Your name _____

Phone # _____(daytime)

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6. Finding Funds

As you involve more people in the child passenger safety effort, it will be advantageous to seek and utilize contributions of funds and goods such as office space, printing, equipment, films, safety seats... Service clubs, professional organizations, local foundations, corporations with local offices (e.g., Equitable Life Insurance, IBM, Xerox), banks, grocery stores, diaper services, print shops, insurance agents, and attorneys, all can be sources of needed support.

It is important to identify your CPS needs as early as possible, and to keep updating them. Once identified, these needs can be sought out as part of community presentations, through publicized fund-raising activities, by word-of-mouth, etc. You will be most effective in finding sources of financial support if you develop a funding strategy. The following framework will help you organize your own funding strategy:

Resources: see "Resources", Fund Raising Resources

PLANNING PHASE

Establish Goals and Objectives

Examples:

1) Develop Summary Statement;

2) Identify and involve other people in the local CPS effort;

3) Develop media campaign;

4) Sponsor two training workshops per year;

5) Establish Community CPS Speakers Burear;

6) Participate in health fairs and other events which will provide broad visibility.

Benefits:

1) Helps identify needs;

2) Serves as a planning tool for the year;

3) Evaluation mechanism;

4) Essential for presentation to prospective donors (whether it be local Toyota dealer or Toyota's national headquarters).

NOTES:

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5) Presents an opportunity for organizational growth.

Prepare Budget

Review your goals and objectives and determine what it will cost to realize them.

Essential for soliciting funds -- the donor wants to know what you need and donate a percentage accordingly.

Prepare Prospective Donor List

Once the budget is determined, compose a list of prospective sources of income. Then, go after them!

Resource: see "Resources", Fund Raising Resources

The Grantsmanship Center, "How to Develop A Fund Raising Strategey"

FUND RAISING APPROACHES

Special Events

Resources: see "Resources", Fund Raising Resources

The Grantsmanship Center, "Special Events Fund Raising"

Corporate/Foundation

Two Prerequisites:

1) Someone has to be first.

You may find that X Corporation won't give until Z Corporation has given and Z Corporation won't until X Corporation has. We call this the "Catch 22" syndrome

2) Networking - Who do you know and who knows you?

Key Approach:

Research individual corporation's funding guidelines and solicit accordingly.

NOTES:

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Resource: see "Resources", Fund Raising Resources

The Grantsmanship Center, "Exploring Corporate Giving"

Membership

Direct mailing;
Annual dues;
Word of mouth;
Membership socials.

Community/Local Support

Suggestions: car dealers, baby stores, diaper services, local organizations such as medical auxiliaries, service clubs, etc.

"Wish List" Concept: develop a list indicating opportunities available for prospective donors, including specific costs and benefits.

Community/Local Support is an excellent way of funding a project or parts of a program.

Great way to underwrite costs such as printing, car seats for rental program, etc.

Great public relations spin-offs.

Obstacle In The Road

Oftentimes a great deal of effort is expended for minimal return.

Resources: see "Resources" Fund Raising Resources

NOTES:

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OPPORTUNITIES	ESTIMATED COST	BENEFITS FOR SPONSOR
1. Underwrite cost for advertising the CPS's car seat rental program. Cards publicizing the program will be placed in card holders which will bear sponsor's name. Holders and cards will then be distributed for counter display to all county Obstetrical and Pediatric offices, for example.	$1,250.00	Sponsor acknowledged on card holder. Space allows for 3 lines of copy. May include logo and phone number. Exposure to approximately _____ County adult residents annually.
2. Underwrite printing cost for car safety California "law" fliers	$ 500.00	Sponsor acknowledged on piece. Copy space to be mutually agreed upon. Exposure to approximately _____ County adult residents. This piece is distributed to parents via hospitals, private physician offices, day care centers, preschools, community fairs, exhibits, etc.
3. Underwrite printing cost for brochure, "Myths and Facts".	$ 800.00	Sponsor acknowledged on brochure. Copy space is approximately 3 x 2½ on back cover. Exposure to approximately _____ County residents. Piece is distributed primarily through the Health Department.
4. Underwrite cost for development of children's safety certificates.	$ 650.00	Sponsor acknowledged on certificate. Copy space to be mutually agreed upon. Exposure to approximately _____ annually. CPS speakers distribute these to preschoolers after a presentation and ask child to take them home for parent discussion and display.

(Funding Strategy framework courtesy of Shirley Gower, Executive Director, Orange County Trauma Society)

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7. Involving Health Care Agencies

Health agencies such as medical offices, dental offices, health clinics, child psychology/psychiatry offices, and local health departments are important facilities to involve in child passenger safety activities. Health and medical offices have extensive contact with the public, and provide an excellent opportunity for educating the public about child passenger safety.

Some CPS activities which these groups may participate in are:

1) Distributing brochures, safety seat information, safety seat shopper's guides, etc.;

2) Featuring displays in waiting rooms or display cases;

3) Encouraging doctors and health workers to talk about CPS with their patients;

4) Conducting a CPS in-service workshop for medical staff and health workers.

Members of the health professions also are excellent people to have in your group, and as members of a CPS speaker's bureau. A good place to look for health professionals interested in child passenger safety is in those health and medical fields specializing in child health care, such as pediatrics, obstetrics, family practice medical offices, family health clinics, etc.

Resources: *see "Resources" for the following hand-outs*

Pamphlets:
"Automobile Safety Belt Fact Book", NHTSA;
"Myths and Facts", NHTSA;
"Safety Belts, A History Lesson for Adults", NHTSA;
"The Perfect Gift", American Academy of Pediatrics;

Agencies:
"Are Your Children Safe?", California Child Passenger Safety Association;
"Con Amor Y Cariño", San Joaquin Valley Health Consortium.

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8. Establishing Safety Seat Loaner Programs

You and your group may want to establish a child safety seat loaner program in your community. Establishing a loaner program is one way for you to provide real and tangible protection to the children in your community who might otherwise ride unrestrained in automobiles.

The first step in organizing a community-based loaner program is to familiarize yourself with what these programs do and how they operate. Typically, community loaner programs are designed to provide child safety seats to families on a temporary basis. Some programs are structured to provide seats free of charge, while others maintain a service charge or rental fee. By charging a rental fee, groups generate funding for the purchase of additional seats or to finance other CPS projects.

Basically, loaner programs consist of a sponsoring agency or group purchasing some safety seats, advertising their availability and terms of the loan program, and loaning the seats to people for a specific period of time, usually 3 to 12 months.

Find out what if anything, is being done in your community in terms of CPS, and child safety seat loaner or rental programs. By identifying other CPS efforts, you may be able to recruit support for your CPS projects, and avoid duplication of effort. Also, by contacting existing loaner and rental programs, and other CPS groups (if you live in a large city) you will be able to better determine local CPS needs and what has been successful and what has not. Other CPS groups and loaner or rental programs may be located by contacting your local hospitals, health department, hospital auxiliaries, service groups, and child care resource and referral agencies; as well as by contacting car rental firms at airports, and rental companies.

Other information which will help you determine the CPS needs of your community include

1) The number of deliveries at local hospitals in the past two years;

2) Economic demographics of your community;

3) The population served by existing loaner programs and their loan criteria.

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Now that you have decided to set up a community-based loaner program, it is important to look at what has been done in other communities. There are several helpful publications available free of charge that illustrate in detail how existing loaner programs are structured.

Resources: see "Resources" Printed Materials for

CPS Manuals
Pamphlets
Periodicals

If the loaner program is going to be a group effort, it is a good idea to assign specific tasks to members of the group. You also may want to elect officers to be in charge of ordering seats, publicizing the program, keeping financial records, etc.

OFFICE SPACE

A large area is not generally needed for the loaner program's operation. Storage space for the safety seats will be required, but since the seats will be loaned out most of the time, storage should not be a major concern. You may need to solicit a donation of temporary storage space from local churches, health agencies, community centers, or real estate firms.

SUPPLIES

A few essential items are required in order to have a smooth-running loaner program:

1) A Telephone is needed to take orders, answer questions, give information, etc. You will want to make the loaner program's telephone number widely known and available.

2) Educational Materials help reinforce the safety message and serve as a good way to publicize your program and inform the public about the issues of child passenger safety. Brochures, pamphlets, and other materials may be obtained free of charge by contacting several national health and safety organizations.

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Resources: *see "Resources", Printed Materials for*

"Automobile Safety Fact Book", NHTSA;
"Early Rider" series and others, NHTSA

3) Audiovisual Materials focusing on CPS are available for purchase or free loan. These films and slide shows are helpful for training parents, presentations and other special events such as health fair booths.

Resources: *see "Resources", Audiovisual Materials*

4) A Rental Agreement Form outlines in detail the specific terms of the loaner program. Include in the form the length of the loan period, rental fees, a clause stating that the borrower has been shown how to use the restraint correctly, and a liability waiver.

Resources: *see Sample Loaner Program Rental Agreement Form, the end of this chapter*

see "Resources", Liability Insurance for Safety Seat Loaner Programs

5) Keep Records such as files on all loaner seats and who they are loaned to. Maintain records on rental fees collected, expenses, etc. Materials needed for these tasks include receipt pad, labeled folders and money box.

TYPES OF SEATS AVAILABLE

Basically, there are three types of child safety seats to consider for your loaner program:

1) Infant Only Seats are designed for infants up to about 17-20 pounds. Some of the advantages of using infant-only seats in loaner programs are that these seats are relatively inexpensive to purchase, they will fit in any car equipped with safety belts, and they are simple to use. One disadvantage in using these seats is that infants outgrow them within one year and then need to be protected in a toddler or convertible seat.

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2) Convertible Seats accommodate children between the ages of birth to about 4 years of age, or up to about 40 pounds. These seats initially are more expensive than infant-only models, but they are usable longer.

3) Booster Seats are designed for children who have outgrown their toddler or convertible seat. These seats "boost" the child to a level from which s/he can see out of the car, while receiving restraint protection. These seats are the most inexpensive type of child restraint; however most booster seats do not provide adequate protection to children under the age of 3 years. Most of these seats, as with some of the convertible seats, require a tether strap or harness which must be bolted to the car in order to be safe. This involves some extra work and makes removing the seat from the car more difficult.

When considering what types of seats to use in your loaner program you need to ask the following questions:

1) What is the age group you wish to serve? If you intend to have a loaner program which provides safety seats to infants only, there is no need to purchase the more expensive convertible seats or the booster seats. If you intend to have a more comprehensive program, you probably want to purchase the convertible and booster seats.

2) How much money is available to purchase safety seats? This of course, is the major consideration when initiating a loaner program. If you will have limited funding, you will want to get the most effective seat for your money, so before you purchase any seats, evaluate your program's goals and the type(s) of seat(s) which will best serve your program.

3) How many seats are needed to begin a loaner program? The number of seats you start off with will depend on how large your service area is, the need for seats, and the amount of money available for the initial purchase of the seats. Successful loaner programs have been initiated with fewer than 10 safety seats.

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HOW TO OBTAIN SAFETY SEATS FOR LOANER PROGRAMS

The most desirable way to obtain child safety seats is to have them donated by local retailers. There are certain advantages for retailers who donate to loaner programs:

1) Loaner programs can dramatically increase retail sales of child restraints in communities;

2) Donated safety seats serve as a positive means of advertisement. Encourage the retail store to affix its logo or name on all donated seats;

3) Loaner programs give high visibility to the retailer's brands. This will remind people what brands to purchase and where to buy.

FUND RAISING FOR LOANER PROGRAMS

Raising money for safety seat loaner programs is an effective way to involve individuals and community groups in CPS activities and to promote CPS issues.

1) Fund raising may be initiated among service groups by contacting each group's program chairperson and asking to make a CPS presentation during an upcoming club meeting. Most of these groups have meetings during the evening or at lunchtime. Service groups such as Rotary, Kiwanis, Lions Clubs, Shriners, Zonta Club, etc. support non-profit community projects. To identify service groups in your community which may be interested in supporting CPS programs, contact your chamber of commerce, telephone yellow pages, and other local directories.

2) Another way to approach funding sources is by submitting a project funding proposal to the particular organization. Contact the group's community projects chairperson in advance to determine what information is required and what procedures must be followed (see Sample Proposal at the end of this chapter).

Other groups which may be interested in funding or donating to community safety seat loaner programs include local and national foundations, safety councils, insurance agencies, unions, car dealers, and local businesses.

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3) Another option for obtaining safety seats is to take out a loan. You will need to figure out how long it will take your program to pay for itself from the safety seat rental fees, but for example, you probably would be able to repay a bank loan of $500 or less within two years.

Once funding for the safety seats is secured, find the best buy for your money. By ordering safety seats directly from the manufacturer you can save up to 40% off retail prices. Normally, to get the manufacturer's discount you must purchase at least 10 seats at a time. If you must purchase at retail prices, it may be possible to obtain a discount, from retailers, especially when you point out the potential benefits in terms of publicity and future sales generated by the loaner program.

Regardless of where you purchase your safety seats, it is important to compare prices. The same model safety seat can sell for significantly more or less at different stores.

4) Securing safe used seats is another way of adding to a loaner program. All safety seats currently being sold in retail stores must meet Federal safety regulations. All safety seats manufactured since January 1981 meet Federal Safety Regulations, and are safe when the manufacturer's instructions are followed completely (e.g., when the tether strap is connected on those seats that require the strap).

Some seats manufactured prior to January 1981 also meet current Federal safety regulations. A list of safe, pre-January 1981 seats can be obtained, free of charge, from the American Academy of Pediatrics.

Resource: see "Resources" CPS Manuals

Encouraging used safety seats to be donated, on a specific date (e.g., during a Tether Bolt Installation Clinic) is an effective way to obtain safe used seats for loaner programs and to keep unsafe used seats from being passed on to other people

With the American Academy list and the following check list, you can determine whether or not pre-January 1981 seats are really protecting a child.

Resource: see "Resources", Safety Seat Manufacturers

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Check list for used car seats

** Remember: when you purchase any car seat from a private party, the risks are your own. The manufacturer's guarantees probably will not be valid. Any seat manufactured before 1981 may not meet Federal Safety Standards.

Check to be sure that:

1. Buttons, buckles, fasteners or straps close easily, hold well, and release easily;

2. The plastic body is intact and has not been tampered with or modified in any way;

3. The metal frame is intact, as #2, with no bends, warping, cracks or breaks;

4. If a top tether strap is required (for example some models of Strolee), the straps and bolts must be available and used;

5. Have small children and toddlers try seats for comfort. Are the straps easily adjustable for your child?

6. Try the seat in your own car for ease of use and fit;

7. Ask for manufacturer's instructions and diagrams;

8. Ask if car seat has previously been involved in an accident (if car seat has been involved in an auto accident, it is unsafe).

Mark M. Simonian, M.D.
Clovis, California

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RENTAL FEES

The amount charged for safety seat loaner program rental fees varies. Some programs serve as fund raisers to support activities while other programs charge just enough to cover operating expenses. The rental fee often averages out to $1 to $3 per month. Most loaner programs require a deposit. The following are examples of how two current loaner programs charge for their services:

1) A deposit of $10 is required. From the deposit, $2 is charged per month for up to 4 months. At the end of 4 months, the seat is returned and the remaining $2 is refunded.

2) Seats are loaned out for a period of up to 9 months. A $15 deposit is required, and at the end of the rental period $10 is refunded if the seat is returned in good condition.

LIABILITY

A major consideration all groups face when setting up safety seat loaner programs is the question of liability. If a health-related agency or hospital is administering the program, the agency or hospital's insurance policy usually covers loaner programs. For uninsured groups wishing to initiate a program, liability insurance may be purchased for around $150 per year. A local insurance company may be willing to donate the cost of the insurance premium.

Resources: see "Resources", Liability Insurance for Safety Seat Loaner Programs

OPERATING THE LOANER PROGRAM

Now that you have funding for the purchase of your safety seats and you have designed your program around specific goals and objectives, you must make the program known to the public. Following are ways in which you can publicize your loaner program:

1) Notify all health-related agencies and establish a referral system for people requesting child safety seats;

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2) Post informational fliers or posters at local day care centers, outlining the specifics of the program;

3) Post informational fliers or posters on community billboards;

4) Invite local media (i.e., newspapers, radio, TV stations) to the grand opening of the loaner program;

5) Write and deliver public service announcements to the local radio stations, every 3 or 4 months after the inception of the program.

Before a person takes possession of a loaner seat, be sure that the person has

1) read and understands the terms of the program, as outlined in the loan agreement form;

2) been shown how to use the safety seat properly in his/her own vehicle;

3) demonstrated how to use the seat.

It also is a good idea to give the renter a copy of the signed agreement form (keep one copy for your files), and some CPS educational materials.

HOSPITAL-BASED LOANER PROGRAMS

Basing safety seat loaner programs at hospitals offers some advantages not always present in community-based programs. Hospital-based programs usually provide a stable organization from which the program can operate, whereas programs initiated by individuals or social service organizations may fold due to funding cut-backs or loss of administrative personnel.

Hospital-based programs also often have less trouble securing funds for loaner programs because hospital auxiliaries and foundations contribute to them. To find out how you can develop a hospital-based loaner program at your hospital(s), contact the Hospital Administrator and Volunteer Coordinator.

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In addition to safety seat loaner programs, other CPS-related activities that can be initiated at hospitals include

1) Providing CPS education in hospital birthing classes;

2) Setting up safety seat displays in hospital waiting rooms;

3) Making CPS literature available at hospital information centers and displays.

The presence of a hospital-based program(s) in your community probably will not replace the need for a community program. Most hospitals loan seats only to those parents who deliver in their hospital, and most provide infant-only seats suitable only for those under 17 to 20 pounds.

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EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
OF FRESNO COUNTY

EQUIPMENT LOAN AGREEMENT FOR A CHILD AUTO RESTRAINT SYSTEM

I hereby agree to lease one child auto restraint system for a period of up to 4 months for a deposit of $10.00. If the restraint is returned in good condition and on time, $2.00 of the deposit will be returned.

If the restraint is dirty, in poor condition, or late, part or all of the deposit will be withheld.

It is expressly understood and agreed by me that the loan service provided by Easter Seal Society of Fresno County is done as a public service in the interest of safety and that Easter Seal Society is not a dealer in this type of goods, and does not imply or warrant the fitness or merchantability of the child auto restraint system.

I further agree not to bring any claim against Easter Seal Society or any committee member, or any contributor to the Fresno Community Car Safety Seat Loaner Program, for any damage or expenses, or otherwise, arising from use of the child auto restraint system by me.

Seats not returned will be billed for in full: $50.00.

THIS AGREEMENT IS BINDING UPON ANY HEIR, SUCCESSORS, OR ASSIGNS.

I hereby certify that I have been shown how to place a child safely in the auto restraint, and how to use it correctly. I further agree to notify the Easter Seal Society of Fresno County, and return the auto restraint immediately if it is involved in any accident or damaged in any manner.

Name _____ Signature _____

Address _____ Telephone Number _____

_____

Date Taken _____ Date Due _____ Date Returned _____

Deposit _____ Seat Number and Type _____

Year and Make of Automobile _____

Driver's License Number _____

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EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
OF FRESNO COUNTY
CAR SEAT LOANER PROGRAM

Parent Instruction Checklist

Yes ____ No ____ I was given written and verbal instruction and demonstration on the correct use of the car safety seat, according to the manufacturer's specifications.

Yes ____ No ____ I was accompanied to my car with the car seat and shown the correct use of the car seat in my car, according to the manufacturer's instructions.

Yes ____ No ____ I have demonstrated proper use of the car safety seat, according to the manufacturer's instructions, to the Easter Seal staff person.

Yes ____ No ____ The staff person and I inspected the seat for any defects.

_____ Date of manufacture of the car safety seat I received.

Date _____ Signature of Parent _____

Signature of staff person _____

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FRESNO COMMUNITY SAFETY SEAT LOANER PROGRAM

The Problem. The number one killer and crippler of children in the country is not disease or sickness. Automobile accidents have become the major cause of death and serious injury among children in this country. In fact, automobile accidents kill and cripple more children than the next three causes combined! Nationally, each year over one thousand children are killed and thousands more are seriously injured in automobile accidents. During 1982 in Fresno County, 685 children between the ages of birth and 15 years were seriously injured and 6 more died as the result of motor vehicle accidents.

The Solution. Child passenger safety seats are specially-designed car seats for children. These seats are designed to safely secure children in the event of an automobile accident. These seats differ from old-style car seats and child carriers in that child passenger safety seats have been dynamically crash-tested and pass federal safety requirements. These seats provide the safest way to transport children in automobiles, according to the American Academy of Pediatrics. Unfortunately only 11% of the adult population and about 5% of those 15 years and under regularly buckle-up or use child safety seats.

What Is Being Done? The San Joaquin Valley Health Consortium, a non-profit, health services coordinating agency in Fresno, has been selected as the one agency in California to implement a community-based effort to increase child passenger safety among children ranging from birth to 15 years of age, as well as an adult program designed to encourage grown-ups to buckle-up. The comprehensive, community-based programs have the potential for becoming models for similar programs in other cities.

The need for child passenger safety seat loaner programs has become especially necessary since the January 1, 1983 enactment of California S.B. 537 which states that all children under 4 years of age or weighing less than 40 pounds, must be restrained by a child passenger safety seat or a safety belt.

The Program. The Child Passenger Safety Project has established a community-based child passenger safety seat loaner program for Fresno area residents. This program, administered by the Easter Seal Society of Fresno County, has been in operation since May 26, 1983, with an initial 46 seats. The $1,075 needed to purchase these seats was donated by the West Fresno Rotary Club, Fresno Child Passenger Safety Association, Fresno/Madera Medical Auxiliary, Mervyns, Sears, Fresno Epilepsy Society, and S.A.F.E.-D. Following is an outline of our program and how it works:

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1. All funds are used for the purchase of child passenger safety seats.

2. No funds are expended on administrative costs or salaries.

3. The program is operated out of the Easter Seal Society of Fresno County, 245 N. Calaveras, Fresno, California 93728.

4. The seats are loaned out for a period of up to 4 months.

5. A fee of $2.00 per month is charged to those who want a seat.

6. All funds generated by the loaner program are used for the maintenance of the seats, and towards the purchase of additional seats.

7. An agreement is signed by the person wishing to have a seat, detailing when the seat will be returned, etc. (see Sample Rental Agreement form).

8. The safety seats being used in this program are the Century 100 convertible seat, and the Collier-Keyworth Co-Pilot booster seat. The cost of these seats is $35.00 and $14.95, respectively.

The Fresno Child Passenger Safety Project at the San Joaquin Valley Health Consortium is hoping to expand the Fresno Community Loaner Program immediately. To do this, a sum of $ _____ is needed to purchase _____ child safety seats.

If you have any questions or comments concerning this program, contact Robert Ford at the San Joaquin Valley Health Consortium, at 237-0926.

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9. Working With Schools To Promote CPS

Your schools, both private and public, are an important arena in which to reach children, as well as parents and others who transport them. There are several films, effective resources for activities, curriculum guidelines and other motivational aids for teaching about child passenger safety at various grade levels. Films are available for preview without charge, and many other materials also may be obtained in small quantities free of charge.

Your sub-committee or task force on educational activities can meet to preview materials and develop an approach to the schools that meet your goals and objectives.

Possible approaches:

An informational campaign targeted at parents, teachers and administrators, including teacher in-service meetings, presentations to PTA meetings or other parent groups, articles in school newsletters, distribution of brochures, installation of "buckle up" parking lot signs;

Tying in to school activities; e.g., providing speakers for assemblies and classrooms, encouraging science fair entries on CPS, distributing balloons or other give-aways at school carnivals, sponsoring contests such as poster contests, which result in products that can be displayed during Public Schools Week or at "Back to School" nights, working with high school service clubs such as Key clubs or Z clubs;

Development and implementation of CPS curriculum as a pilot project to be implemented in selected schools or at specific grade levels.

Whatever approaches you decide upon, keep in mind that schools are asked to do a lot of "extras". Linking in with planned activities, or planning CPS lessons that can be used in practicing basic reading and writing skills will gain greater acceptance for your program. It also is important to contact schools as early as possible so that your program will be assured of being included in plans for the school year. Teacher in-services held in the Fall may be scheduled and planned during the summer months, for example.

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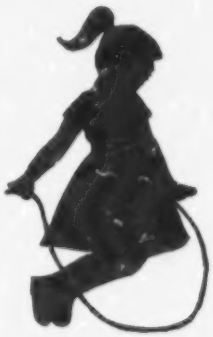

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People to Contact:

- School Board Members;
- District Superintendent (ask to be put on the agenda of the "cabinet" meeting or Principal's meeting which probably will be attended by top-level administrators, representatives from teachers organizations, PTA, League of Women Voters and other groups in your community with an interest in education);
- School Coordinators:
  - Preschool
  - Parenting/Adult living classes
  - Health and Science Curriculum
  - Health Services
  - Driver Education and Training
  - Art
  - Writing
  - Drama;
- Advisers to youth service clubs;
- High school service club leaders;
- Head Start Coordinators/Director (may be part of school system or community action agency);
- Directors/Principals of private schools;
- Preschool and Day Care Providers;

Resources: *see "Resources", Audiovisual and Printed Materials.*

MESSAGES, ACTIVITIES AND RESOURCES TO HELP YOU REACH TARGET GROUPS

For Parents/Teachers/Administrators

Messages:

- Seriousness of the problem;
- Effectiveness of consistent and correct use of safety belts and safety seats;
- Myths and facts about safety belt use;
- Need for their help in promoting buckling up as a "good habit";
- Resources for them to use or ways they can help.

Activities:

- Invite key people to speaker's training workshops;
- Make presentations at teacher in-services, PTA or other parent or community club meetings;

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Place articles in school newsletters;
Distribute brochures or fact sheets;
Put up posters and/or parking lot signs;
Seek to establish car pool policies for class trips.

Resources: see "Resources"

Audiovisual Materials:
"Children and Infants in Crashes", Insurance Institute for Highway Safety;
"Don't Risk Your Child's Life", Physicians for Automotive Safety.

CPS Manuals:
"Automobile Safety Belt Fact Book", NHTSA;
"Myths and Facts", NHTSA;
"Safety Belts, A History Lesson For Adults, NHTSA

Project summary/fact sheet

For Preschool Children

Messages:

Buckling up isn't just for babies. Everyone should buckle up all the time;
How to buckle and unbuckle a safety belt;
The belt belongs across the hips, not the tummy;
The back seat of the car is the safest place to ride.

Activities:

Show filmstrips/slide shows;
Play records/sing buckle-up songs;
Practice with safety belt;
Give children "buckle-up" stickers;
Use coloring books/sheets/posters;
Fantasy play using hand puppets;
Make flannel cut-outs.

Resources: see "Resources", Filmstrips, for Kits

"Buckle Bear", Weiner-Seamand;
"Buckle Up Buddy", Canson Associates;
"The Adventures of Beltman", FLI Learning Systems, Inc.

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For Primary Grades

Messages:

Same as for preschool, plus

Wearing a safety belt is the smart thing to do (use astronauts, airplane pilots, race car drivers, other heroes, as examples);
Wearing a safety belt is something they should take responsibility for doing for themselves, because they are loved;
How big they have to be to sit in the front seat and wear a shoulder harness safely.

Activities:

Films/records/stories/songs;
Coloring books;
Poster making;
Dashboard or bumper stickers to take home;
Daily check lists of safety belt use;
Talking about experiences;
Practice buckling, unbuckling, and correct positioning of safety belt;
Activity sheets/puzzles;
Role playing.

Resources: see "Resources"

Film:
"Buckle Up" (Otto the Auto), AAA Foundation.

Filmstrips:
"Buckle Up Buddy", Canson Associates;
"The Adventures of Beltman", FLI Learning Systems, Inc.

Printed Materials:
"Otto the Auto" stories for grades K-3, AAA Foundation;
"Safety Belt Activity Book", NHTSA;
"Traffic Safety Teachers Guide for Grades K-3", AAA Foundation.

For Intermediate Grades

Messages:

Myths and facts about safety belt use;
Local accident statistics;
What happens in a crash/the "human collision";
How safety belts work.

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Activities:

Films/outside speakers;
Classroom discussion;
Safety belt use surveys/observation;
Reading activity sheets;
Clipping articles from newspaper;
Writing articles for school paper;
Poster/essay contests;
Science fair entries.

Resources: see "Resources"

Films:
"Do You Buckle Up?", FLI Learning Systems, Inc.;
"Safety Belts and You", Bumpa-tel Inc.

Printed Materials:
"Safety Belt Activity Book", NHTSA;
"Three Seconds to Safety" Instructional Reading Program, American Seat Belt Council;
Traffic Safety Teachers Guide for Grades 4-6, AAA Foundation.

Slide Show:
"Safety Belts Fact and Fiction", National Audio Visual Center, General Services Administration

For Junior High School Students

Messages:

The dynamics of a crash/the "human collision";
Kinds of disabilities that result from automobile accidents;
How safety belts work/statistics regarding effectiveness;
Commonly held attitudes regarding safety belt use;
How to respond to misinformation or pressure from others.

Activities:

Write radio PSA;
Monitor safety belt use in TV programs they watch;
Write "letters to the editor";
Math problems;
Films/outside speakers;
Class discussion.

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Resources: see "Resources"

Films and brochures suggested for adult audiences:

Films:
"Egg, Pumpkin, Headache" (PSA from NHTSA);
"Safety Belts Fact and Fiction", National Audio Visual Center, General Services Administration.

Printed Materials:
Traffic Safety Teachers Guide for Junior High, AAA Foundation;

Slide Show:
"The Safety Belt Message, The Student's Lesson", NHTSA

For High School Students

Messages:

Importance of safety belt use in affecting their ability to control a vehicle in the event of an accident;
The safety of young children is the responsibility of drivers, parents and babysitters;
Correct use of different kinds of safety seats for protecting infants and toddlers.

Activities:

Films/speakers/class discussion;
Safety seat demonstrations;
Evaluate PSAs dealing with safety belt use;
Do public speaking;
Film their own PSAs;
Other Volunteer activities connected with your project (staff booths, make and put up displays, etc.).

Resources: see "Resources"

"Safety Belts, What Do You Think?", NHTSA;
"The Safety Belt Message, The Student's Lesson", NHTSA

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10. Reaching Children Through Contests And ...

Studies have shown that educational programs alone have not resulted in increased use of safety belts. Contests which engage students in using special skills such as drawing or writing can serve to interest students in the safety lesson, strengthen the learning experience, and often result in a product which, in turn, can be used to get the message across to the community.

For example:

A poster contest on the "Buckle Up Kids" theme results in posters which can be used further in displays in schools, art centers, government buildings, banks, hospitals, retail stores, etc. Ask your local newspaper to print the winning designs as part of a feature on CPS. The design from the winning posters can be printed on t-shirts and become a prize, a message to other children or can even be sold as a fund-raising activity.

At the junior high level or above, students can be rewarded for writing public service announcements, which then can be used effectively in your media campaign. Ask the station manager of a local radio station which caters to that age group to record the students reading their own public service announcements. Winning PSAs can be aired during Child Passenger Safety Week, for example.

If your local high schools have television production capabilities, try a contest for the best TV PSA and ask a local TV station to contribute professional production assistance.

A community-wide "Buckle Up! You Win!" contest which provides prizes to children observed wearing safety belts, or to parents who have their little ones in safety seats, can provide a powerful incentive to buckle up. Studies have shown that desired behavior can best be strengthened by rewards that are immediately connected to that behavior, and given on a random basis in situations in which there is a good probability of being rewarded. This kind of activity also can be a good vehicle for community education and involvement of volunteers.

Resource: see "Resources", Bibliography

Geller, E. Scott, "Corporate Incentives For Promoting Safety Belt Use: Rationale, Guidelines, and Examples".

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Kinds of Prizes

Free tickets (to the circus, movies, amusement centers, roller skating rinks);
Coupons worth free hamburgers, ice cream, soda pop, fried chicken and other fast foods. These should be completely free, not discount coupons or requiring some other purchase.
Also, t-shirts;
Balloons, plastic hand puppets, puzzles;
Appearances on radio or TV;
Visits with local sports figures or other celebrities.

Potential Sponsors

Schools,
Local Newspaper,
Infant and Children's Retailers,
Local Department Stores,
Fast Food Restaurants,
Amusement Centers,
Radio and TV Stations,
Public Relations Firms.

Schools are a natural place to consider when planning contests for children, and contests certainly should be planned to enhance educational presentations on passenger safety. As in planning an activity to take place in the schools, contact school administrators as early as possible in the school year. This will help assure that your contest will be included in their planning for the year, and that it can be used by teachers to motivate students.

Local public relations firms can develop creative contest ideas for which their clients will donate not only prizes but publicity as well. Who promotes the circus when it comes to town? How about a poster contest with free tickets to the circus as prizes?

With the exception of public relations people who can help you detail ideas, it is best to approach potential sponsors with a definite proposal of the contest you have in mind and what kind of assistance you want from them.

Include in your proposal:

Purpose and need for your child passenger safety effort (from your summary statement);

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The way in which the contest/activity you are proposing fits in with your overall goals and objectives;

Contest rules, e.g.,

1. Time period;
2. Activity to be rewarded;
3. Method of judging entries, or way in which children to be rewarded will be identified;
4. Prizes to be awarded;
5. Method of publicizing contest/activity;
6. Means by which accountability will be maintained;
7. Any other special measures you will take to assure fairness in the distribution of prizes, or other concerns. For example, if prizes are to be given to children observed buckled up, the safety of observers, drivers and passengers would be a concern.

In approaching sponsors, follow the suggestions under "Tips For Successful Contacts", chapter 2. In addition, keep in mind that businesses are competitive.

If you choose to involve a radio or television station in promoting a contest, your other options for publicity may be limited. Other media outlets probably will not be willing to publicize their competitor's promotion.

Some sponsors will want to know who else is a sponsor and may ask to be the only business of their type to be involved (e.g., McDonald's and Burger King don't sponsor the same contests). In return for exclusivity, seek a substantial contribution to your effort.

Most sponsors will want to approve any printed materials such as fliers, coupons and posters. Ask for and abide by any restrictions they have regarding use of their name or trademarks.

Use of Volunteers

Contests can be very time-consuming, but are fun to be involved in. Therefore, they are excellent activities for your volunteers to rally around. Be sure that whatever you are asking them to do, from judging posters to standing on street corners looking for children who are buckled up, they clearly understand the rules of the contest and what is expected from them.

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Sample Report Form

BUCKLE UP! YOU WIN! CONTEST

REPORT FORM

Please record date, time spent (e.g. 3:30 - 4:30 p.m.), location, and the number of each type of coupon given out (e.g. 10 McDonalds, 5 Rollertowne, 6 Festival, etc.)

DATE	TIME	LOCATION	# OF COUPONS GIVEN

Please return with unused coupons no later than May 15, 1983 to

San Joaquin Valley Health Consortium
1055 N. Van Ness, Suite F
Fresno, CA 93728

Observer's Name _____

Phone _____

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BUCKLE UP! YOU WIN! CONTEST

Instructions for Volunteer Observers
IMPORTANT Please Read before observing!

In obtaining prizes for the contest, assurances were given that certain procedures would be followed in order to meet concerns expressed by the sponsors regarding 1) control of coupons, 2) distribution of prizes throughout the community, 3) daily giving of prizes, and 4) that care be taken not to obstruct traffic. It is most important that you follow these procedures!

1) COUPONS

Coupons and chance cards are numbered and will be signed out to each observer by number. Any coupons or chance cards not distributed must be returned.

2) DATES

The contest is between April 1 - May 15, 1983. If you find that you need to change the date on which you have promised to observe, please call us so that we can cover that date.

3) TIMES

The times that we expect to be the best for observing are after school 3:30 - 5:30 p.m. on weekdays and Saturday and Sunday afternoons. It is OK to award prizes at other times which are convenient for you (such as at a church parking lot after services on Sunday a.m.).

4) LOCATIONS

We have selected 11 general locations that will assure community-wide participation in the contest. You may select a specific location (a parking lot exit where there is a stop sign) in that vicinity and move from one place to another promising spot in that vicinity. (Not at a school, as that would give an advantage to that school in winning the school prize.)

5) METHOD

At your assigned location, stand at an exit from a parking lot, out of the way of traffic, and where cars normally must stop before entering the street. DO NOT STOP TRAFFIC! Do not feel you must observe all cars passing your position. When you observe that children are buckled up, give one coupon and one chance card to each school-aged child. (Preschool aged children receive balloons. Hand to parent, please!)

6) REPORT FORM

Please fill out and return with un-used coupons and chance cards.

Thanks a lot for your help!

QUESTIONS? Don't hesitate to call Linda Mack, 237-0926 or Karen Avery, 251-9201.

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SAN JOAQUIN VALLEY
HEALTH
CONSORTIUM
INC.
WORKING TOGETHER FOR HEALTH

Proposal for "Buckle Up! You Win!" Contest

Donald Pogoloff
President

Sanford Brown
President-Elect

Carol Weinberg
Secretary

Alan Graas
Treasurer

Joann Ellis
President-Emeritus

Ron Prestridge
Executive Director

Background

One of the important goals of the Fresno Child Passenger Safety Project is to increase the use of seat belts among children from ages 5-14 (Observed use of seat belts among children in that age group in May 1981 in Fresno was only 5.6%).

Various studies have shown that educational programs alone have not resulted in increased use of seat belts. On the other hand, an incentive approach has resulted in seat belt usage rates of 60-90% in several different populations (E. Scott Geller, "Corporate Incentives for Promoting Safety Belt Use: Rationale, Guidelines, and Examples", Final Report for NHTSA Contract #DTNH 22-82-P-05552, October, 1982).

This contest has been based on scientific studies which have shown that desired behavior can best be strengthened by rewards that are immediately connected to that behavior, and given on a random basis in situations in which there is a good probability of being rewarded. In addition, we have taken into account the need to assure that

1) the safety of automobile drivers, their passengers, or our observers is not jeopardized;

2) there is equity in the distribution of prizes; and

3) there is accountability, both to the merchants who donate the prize coupons and for the purpose of documenting with the California Office of Traffic Safety the success of our effort.

Method

1) The contest will run between April 1 and May 15, 1983, and will be open to any child riding as a passenger in the Fresno-Clovis Metropolitan area.

2) Prizes in the form of coupons donated by area businesses will be given to all children observed to be buckled up. Each child receiving a prize also will receive a chance to win a "grand prize." This chance will be in the form of a card to be filled out and returned to us for a drawing to be held May 16, 1983. Information requested will include name, address, telephone number, and school attended. The school with the most participants will be entertained by KYNO 96FM stars at their end-of-the-school-year party.

Serving Fresno, Kings, Madera, Mariposa, Merced and Tulare Counties
1055 N. Van Ness Ave., Suite F, Fresno, California 93728 (209) 237-0926

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3) Observations and award of prizes will be made by members of the Fresno Child Passenger Safety Association along with other volunteers from community organizations. The observations will take place each day of the contest but at various times and places. Sites will be selected for safety (such as an exit from a parking lot where cars normally stop, so a quick awarding of a prize will not cause a traffic jam) and also to ensure that children from all parts of the community will be likely to be observed.

4) Coupons to be distributed (as well as grand prize chance cards), will be numbered and checked out by number to our observers. Observers will keep records on forms provided by us including name of observer, date, location, time of day, and number of prizes awarded. Coupons and chance cards not awarded will be returned to us. At the end of the contest, an accounting of the number of coupons actually awarded will be made to all participating sponsors.

5) Radio station KYNO 96FM has agreed to heavily promote the contest. We will further promote it throughout the community by means of posters and/or fliers to be included in educational materials to be provided by the project to all public, private and parochial schools.

Our goal is to be able to offer 10,000 coupons which will be redeemable for food or fun prizes that are completely free to the kids (no other purchase necessary). We hope your business will be able to contribute 500-1,000 of these prizes.

Linda Mack,
Program Assistant
Fresno Child Passenger Safety Project

The three seconds it took for you to buckle your seat belt reduced your chances of being injured or killed in an accident by 70-90% --- AND YOU WIN

A CHANCE TO WIN AN ATARI HOME VIDEO GAME SYSTEM

donated by GOTTSCHALK'S

Name _____
Address _____
Telephone _____
School* _____

No 03246

* Your school has a chance to be entertained by the 96 FM stars at your end-of-the-year party. (Drawing to be held May 16, 1983)

Fill in and mail this card to the address on the back OR drop off by May 15th at any Fresno-Clovis McDonald's®

BUCKLE UP! YOU WIN!

FREE HAMBURGER

This coupon entitles you to a regular size Hamburger. Limit one coupon per customer, per visit. Please present coupon when ordering.

Expires May 31, 1983

Cash value 1/20 of 1 cent

McDonald's®

FRESNO-CLOVIS

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11. Developing A Retail Stores Approach

Local retail stores and merchants should be encouraged to participate in child passenger safety activities, particularly those retail stores that cater to child care needs. Organizing a retail store effort emphasizing CPS is one way to obtain publicity for CPS issues and generate donations for activities. Also, retail stores have extensive contact with the public and therefore can be invaluable in distributing information to a wide range of people.

Following are examples of what you can do to further local CPS efforts:

1) Encourage stores to put up posters in their stores, and distribute brochures to their customers;

2) Ask retailers to include a CPS message in their advertisements, especially those stores that sell child safety seats and child care items;

3) Ask retailers to make a financial contribution to your group or to a child safety seat loaner program, and/or to join your child passenger safety association if you have started one;

4) Encourage local car dealers to offer child safety seats to families with young children when they purchase a new car;

5) Recruit business persons to join your CPS group;

6) Ask children's retail stores to feature CPS displays in their stores;

7) Offer CPS in-service training to retail stores that sell safety seats. Many people who sell safety seats do not understand how safety seats work or the differences between seats.

One way to arrange these activities is to make an appointment with the store manager. During your meeting, stress the importance of CPS and ways in which s/he can become involved. Be sure to point out that CPS activities can increase sales, and donated safety seats create greater visibility for store brands. Also, by participating in CPS activities, retail stores and businesses show their concern for safety in their community.

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While some retail stores and businesses might not remain active in CPS efforts on an ongoing basis, many businesses may support special promotions. You may want to plan your retail store activities around specific events such as National Child Passenger Safety Week, or other child or health awareness weeks. Check with your local hospitals and health department for specific events and dates.

Resources: see "Resources", Brochures

"Automobile Safety Belt Fact Book", NHTSA;
"Myths and Facts", NHTSA;
"Safety Belts, A History Lesson for Adults", NHTSA

"Fresno CPS Project Retail Store Outline", and
"Ideas for Advertising Copy"

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Sample Outline

RETAIL STORES - STATE CHILD PASSENGER SAFETY WEEK

1. Introduce yourself and refer to the copy of the retail store letter in your packet. The store manager has received a copy of this letter.

2. Ask if the store has used any of the ad copy. If so, which one? Which media outlet? When will it appear? Comments:

3. Encourage the store manager and employees to distribute or at least make available the child passenger safety materials included in the packet, i.e. bumper stickers, brochures, posters. We will provide additional materials as needed.

4. Ask the store manager to feature child passenger safety seat displays during Child Passenger Safety Week (May 7-14).

5. Explain that for a $25.00 contribution to the Fresno Child Passenger Safety Association, the store will receive 10 "Buckle-Up" t-shirts for store employees to wear during Child Passenger Safety Week.

6. Ask the store manager to contribute a child safety seat to the Fresno Community Loaner Program. Explain the concept of the loaner program, and that we are encouraging people in the loaner program to purchase their own seat. Mention that a seat donated by their store and identified by their store's logo would be excellent advertisement.

The following are details of the Fresno Community Loaner Program:

- The program will provide safety seats to low-income families on a low cost, temporary basis.
- The seats will be loaned-out for up to four months.
- A $2.00 per month rental fee will be charged.
- All funds generated by the rental fee will be used towards the purchase of additional seats.
- Easter Seal Society of Fresno will administer the loaner program.

7. Explain the car tether bolt clinic flier and encourage the store manager to post/handout the flier.

8. For more information, or child passenger safety materials, contact Robert Ford at the San Joaquin Valley Health Consortium, at 237-0926.

NAME _____
STORE _____
CONTACT PERSON _____
TITLE _____
DATE OF VISIT _____

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IDEAS FOR ADVERTISING COPY

(Camera-ready copies of our Buckle-Up Kids logo are available by calling 237-0926.)

"Make every trip a safe trip.
Buckle-Up every time."

"State law now requires that all children under 4 years of age or weighing less than 40 pounds must be secured in federally approved child safety seats when riding in passenger vehicles owned by their parents or guardians."

"(Store Name) supports Child Passenger Safety Week - May 7-14. All child passenger safety seats on sale for ____% off regular price."

"In 1981 in Fresno County, 713 children under 15 years of age were injured and 8 were killed in automobile accidents. Keep your children safe. Buckle them up!"

"The three seconds it takes your child to buckle a seat belt could save his or her life."

"If your child's car safety seat has a top anchor strap it must be properly secured for your child to be safe. Anchor bolts are available from (Store Name) for only (Price).

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12. Promoting CPS Through Community Activities

Almost every community has fairs, parades, circuses, or other community-wide events that generate heavy public participation and interest. These events provide an excellent means for educating people about CPS issues.

To locate local events and activities that your group can participate in, check with the following places:

Hospitals/Health Department
They often sponsor health fairs which cover a wide range of health/safety concerns. A CPS booth at a health fair is effective for distributing materials and providing public education.

City Hall
Ask your City Hall or City Public Information Officer about upcoming community activities that involve health, safety, or children.

School District Offices
Schools often hold health fairs, science fairs, Public Schools Week and other special events which can provide good sites for CPS.

Safety Organizations
Organizations such as the American Red Cross, American Cancer Society, the March of Dimes, and Easter Seals promote health and safety issues. Contact the local representatives of these and other health and safety organizations to find out if they have events scheduled that your group can participate in.

Other places to obtain information about local events and activities include shopping centers and shopping mall bulletin boards, and local newspaper community calendars.

Ask to be included on related organization's newsletter mailing lists (e.g., Epilepsy Society, Community Council) so upcoming events will not be missed.

Materials you may need to participate in these activities include CPS informational materials, a display table, child safety seats for demonstration, and information on child safety seats, and a rear screen projector.

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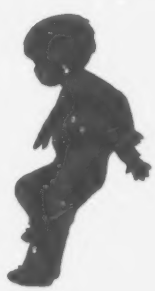

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Resources: see "Resources", Brochures

"Automobile Safety Belt Fact Book", NHTSA;
"Myths and Facts", NHTSA;
"Safety Belts, A History Lesson for Adults", NHTSA

Balloons
Stickers

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13. Encouraging Law Enforcement Participation

Law enforcement agencies can help inform and educate the public about CPS issues. If your state has a child passenger safety restraint law, local law enforcement agencies may already be involved in an educational program on CPS. To find out what local law enforcement agencies are doing in the area of CPS, contact your local police department, sheriff's department, and highway patrol office.

If your state has a CPS restraint law, you may want to invite law enforcement training officers to a training workshop and in-service. Encourage all law enforcement agencies to distribute CPS materials, display posters, and affix bumper stickers to their cars.

Law enforcement agencies may allow you to make a brief CPS presentation during the officer's "roll call" sessions. Contact the law enforcement agency's Chief of Police, Sheriff, or Training Officer for more details. If you do receive permission to participate in "roll call", stress to the officers that while you are asking for their help in seeing that the CPS message is made known in your community, you also want to help them. Let them know that you can assist them by making CPS informational materials available to them, and by offering to take referrals from citizens calling the law enforcement agencies with questions concerning CPS issues. The important point to make is that support from the law enforcement agencies is vital to an effective community CPS program, and that you want to work with them to help insure the safety of children riding in automobiles.

If your group has formed a child passenger safety association, you may want to recruit representatives from law enforcement agencies as members. This will put you in contact with people in the law enforcement agencies, and make it easier to initiate CPS within these agencies. Also, by having members of the law enforcement agencies serve in your group you gain perspective on aspects of enforcing the law(s).

Resources: see "Resources", Brochures

"Automobile Safety Belt Fact Book", NHTSA;
"Myths and Facts", NHTSA;
"Safety Belts, A History Lesson for Adults", NHTSA

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14. Resources

You may need to borrow some of the materials and equipment necessary for your CPS presentations and educational efforts. Items such as film projectors, screens, and meeting rooms are sometimes difficult to locate. The following are good prospects for borrowing materials and equipment:

Schools
Hospitals
Health Department
Libraries
Community Centers
Churches

Demonstrator car safety seats are helpful to have for CPS educational presentations. Local retailers who sell safety seats may be willing to donate a seat for demonstration purposes if you remind them that a donated seat provides good advertisement for the retailer's product and store. In addition, safety seat manufacturers frequently send a free safety seat to CPS groups for demonstration purposes. Simply call the manufacturer or write a letter requesting a seat. Be sure to specify that the seat will be used for demonstration and CPS education.

Resources: see "Resources"

Safety Seat Manufacturers
AV Materials, National Highway Traffic Safety Administration

The National Highway Traffic Safety Administration has prepared various educational program kits for driver education teachers, high school science teachers, boy scout leaders, etc. A "Guide to the Occupant Restraint Audiovisual Kit" may be obtained from NHTSA Regional Coordinators or from NHTSA.

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RESOURCES

CPS AUDIOVISUAL MATERIALS

There are many excellent audiovisual materials available which deal with child passenger safety. Some of them are available on a free loan basis. Following are some examples of CPS audiovisual resources:

1. "Children and Infants in Car Crashes" (1979) An effective silent film. The program shows how unrestrained infant and toddler-sized dummies react to a variety of crash tests. This program concentrates on safety belt usage rather than safety seats. September, 1982.

   Format: 16mm film (5 and 10-minute version)
   3/4-inch video cassette
   Super 8 cassette

   To Order: Insurance Institute for Highway Safety
   Communications Department
   Watergate 600
   Washington, DC 20037
   (202) 333-0770

2. "Don't Risk Your Child's Life" (1983) A 14½-minute program covering a wide range of child passenger safety issues. The program stresses the correct use of child safety seats and safety belts, common mistakes people make, and the various types of child safety seats available.

   Format: 16mm film
   3/4-inch Umatic and ½-inch Beta videotape
   Fairchild and MPO super 8 cassette

   To Order: Physicians for Automotive Safety
   Communications Department
   P.O. Box 430
   Armonk, NY 10504
   (914) 273-6446

3. "Room To Live" (1980) A dramatic 27-minute program featuring a powerful presentation on safety belt usage by a retired Michigan State Police Trooper. This program is designed to impact on junior high to adult age groups.

   Format: 16mm film
   3/4-inch and ½-inch VHS video cassette
   Super 8 cassette

   To Order: Matrix International Inc.
   P.O. Box 158
   Safety Harbor, FL 33572
   (800) 824-7888, Ext. A345

BEST COPY AVAILABLE

4. "Child Restraints" (1981) A concise 3-minute film showing crash tests with child dummies and how to install child restraints. Uses footage from #1 and 2.

   Format: 16mm film

   To Order: National Highway Traffic Safety Administration
   Office of Occupant Protection (NTS-10)
   400 Seventh Street, S.W.
   Washington, DC 20590
   (202) 426-9294

5. "The Perfect Gift" (1979) A comprehensive 22-minute program designed for expectant and new parents, as well as grandparents. The program covers the different types of seats, dynamics of automobile crashes, and the use of locking clips.

   Format: 16mm film
   3/4-inch Umatic, ½-inch Beta, ½-inch VHS videotape

   To Order: Visucom Productions Inc.
   P.O. Box 5472
   Redwood City, CA 94063
   (415) 364-5566

AV materials on safety belts and child safety seats also are available from:

1. AAA Foundation for Traffic Safety
   8111 Gatehouse Road
   Falls Church, VA 22047
   (703) 222-6891
   *Contact your local AAA affiliate

2. American Seat Belt Council
   Education Division, Suite 460
   1730 Pennsylvania Avenue, N.W.
   Washington, DC 20006
   (202) 393-1300

3. Auto Infant Safety Program
   Health Education Unit
   Multnomah County Department
   of Human Services
   2505 S.E. 11th
   Portland, OR 97204
   (503) 248-3704

4. Bumpa-Tel Inc.
   P.O. Drawer A
   Cape Girardeau, MO 63701
   (314) 334-3096
   1-800-334-2211

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5. Chrysler Corporation
Automobile Safety Relations
P.O. Box 1919
Detroit, MI 48288
(313) 956-3953

6. Film House
22 Front Street, West
Toronto, Ontario M5J1C4, CANADA
(416) 364-4321

7. F.L.I. Learning Systems, Inc.
P.O. Box 2233
Princeton, NY 08540
(609) 921-2020 or 466-9000

8. Ford Motor Company
Room 988
American Road
Dearborn, MI 48121
(313) 322-9172

9. Matrix International, Inc.
P.O. Box 15621
Tulsa, OK 15621
1-800-824-7888 Ext. 345

10. National Audio Visual Center
General Services Administration
Order Section
Washington, DC 20409
(202) 736-1891

11. National Safety Council
444 North Michigan Avenue
Chicago, IL 60611
(312) 527-4800

12. Office of Occupant Protection
(NTS-10)
National Highway Traffic
Safety Administration
400 Seventh Street, S.W.
Washington, DC 20590
(202) 426-9294

13. Quinn Film Labs
380 Adelaide Street, West
Toronto, Ontario, M5VIR7, CANADA
(416) 869-1781

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14. University of Michigan
Transportation Research Institute
2901 Baxter Road
Ann Arbor, MI 48109
Publication: "Occupant Protection Public Information Catalogue #5"
(313) 764-2171

FILMSTRIPS

FILMSTRIPS

1. F.L.I. Learning Systems, Inc.
P.O. Box 2233
Princeton, NY 08540
(609) 466-9000

2. Media Intensive Learning Corporation
1623 South Lamar
Austin, TX 78704
(512) 444-6734

3. Weiner-Seaman Productions
1505 Winchester
Glendale, CA 91201
(213) 244-3263

SLIDE SHOWS

1. AAA Foundation for Traffic Safety
8111 Gatehouse Road
Falls Church, VA 22047
(703) 222-6891

2. Auto Safety Program
Health Education Unit
Multnomah County Department of Human Services
2505 S.E. 11th
Portland, OR 97202
(503) 248-3704

3. Insurance Institute for Highway Safety
Communications Department
Watergate 600, Suite 300
Washington, DC 20037
(202) 333-0770

NOTES:

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4. Massachusetts Action for Child
   Transportation Safety
   99 Erie Avenue
   Newton Highlands, MA 02161
   (617) 527-6702

5. Motor Vehicle Manufacturers Association
   1909 K Street, N.W.
   Washington, DC 20006
   (202) 862-3900

6. National Audio Visual Center
   General Services Administration
   Order Section
   Washington, DC 20409
   (202) 736-1891

7. National Safety Council
   Customer Service
   444 N. Michigan Avenue
   Chicago, IL 60611
   (312) 527-4800

Inquire at your State Office of Traffic Safety about audiovisuals developed through state-funded projects.

CPS PRINTED MATERIALS

Copies of CPS brochures, posters, and other informational materials may be obtained from the following organizations:

Posters:

1. Alabama Department of Public Health
   Bureau of Primary Prevention
   State Office Building
   Montgomery, AL 36130
   (205) 832-3194

2. American Seat Belt Council
   730 Pennsylvania Avenue N.W.,
   Suite 460
   Washington, DC 20006
   (202) 393-1300

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3. Child Auto Safety Restraint Project
City of Milwaukee Health Department
Municipal Building, Room 209
841 N. Broadway
Milwaukee, WI 53202
(414) 278-3635

4. Governor's Traffic Safety Council
Transportation and Safety Building
Harrisburg, PA 17120
(717) 787-6853

5. Highway Safety Research Center
University of North Carolina
Craige Trailer Park 197A
Chapel Hill, NC 27514
(919) 962-2202

6. New Hampshire Passenger Safety Program
Dartmouth Medical School
Maternal and Child Health
Hanover, NH 03755
(603) 646-2734

7. New Jersey Hospital Association
Center for Health Affairs
760 Alexander Road
Princeton, NJ 08540
(609) 452-9280 Ext. 236

8. Project Childsafe
Minnesota Safety Council
170 Hamm Building
St. Paul, MN 55102
(612) 296-6652

9. University of Michigan
Transportation Research Institute
2901 Baxter Road
Ann Arbor, MI 48109
Publication: "Occupant Protection
Public Information Catalogue #5"
(313) 764-2171

CPS MANUALS

1. American Academy of Pediatrics
Office of Public Education
1801 Hinman Avenue
Evanston, IL 60204
(312) 869-4255

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2. Highway Users Federation
1776 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 857-1235

3. Insurance Institute for Highway Safety Planning
Watergate 600, Suite 300
Washington, D.C. 20037
(202) 333-0770

4. Michigan Office of Highway Safety Planning
General Office Building
7150 Harris Drive
Lansing, MI 48913
(517) 322-1941
(517) 322-1941

5. National Highway Traffic Safety Administration
NTS-14
400 Seventh Avenue, S.W.
Washington, DC 20590
(202) 426-2180

6. National Safety Council
444 North Michigan Avenue
Chicago, IL 60611
(312) 527-4800

7. Texas Office of Traffic Safety
State Department of Highways and Public Transportation
11th and Brazos
Austin, TX 78701
(512) 452-8141 Ext. 360

CPS PAMPHLETS

1. AAA Foundation for Traffic Safety
8111 Gatehouse Road
Falls Church, VA 22042
(703) 222-6891

2. American Academy of Pediatrics
Office of Public Education
1801 Hinman Avenue
Evanston, IL 60204
(312) 869-4255

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3. California Child Passenger
   Safety Association
   444 Dolores Drive
   Woodland, CA 95695
   (916) 662-3961
   (916) 666-2006

4. Channing L. Bete Co., Inc.
   200 Suite Road
   South Deerfield, MA 01373
   1-800-628-7733

5. Department of Health and Human Services
   (Office of Human Development)
   Administration for Children, Youth
   and Families
   P.O. Box 1182
   Washington, DC 20013
   (202) 755-7724

6. National Safety Council
   Customer Service
   444 N. Michigan Avenue
   Chicago, IL 60611
   (312) 527-4800

7. National Highway Traffic
   Safety Administration
   Occupant Restraint Materials
   400 Seventh Street, S.W.
   Washington, DC 20590
   (202) 426-9294

8. University of Michigan
   Transportation Research Institute
   2901 Baxter Road
   Ann Arbor, MI 48109
   Publication: "Occupant Protection
   Public Information Catalogue #5"
   (313) 764-2171

CPS PERIODICALS

1. "Safe Ride News"
   American Academy of Pediatrics
   Office of Public Education
   1801 Hinman Avenue
   Evanston, IL 60204
   (312) 869-4255

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2. "A.A.A.M. Journal"
American Association for
Automotive Medicine
P.O. Box 222
Morton Grove, IL 60053
(312) 297-8620

3. "NCPSA Newsletter"
National Child Passenger
Safety Association
Box 841
Ardmore, PA 19003
(215) 525-4610

4. "Status Report"
Insurance Institute for
Highway Safety
Watergate 600
Washington, DC 20037
(202) 333-0770

5. "Childsafe Crier"
Minnesota Safety Council
170 Hamm Building
St. Paul, MN 55102
(612) 291-9150

6. "Traffic Safety"
National Safety Council
444 N. Michigan
Chicago, IL 60611
(312) 527-4800

7. "P.A.S. News"
Physicians for Automotive Safety
P.O. Box 430
Armonk, NY 10504
(914) 273-6446

Inquire at your state child passenger safety association about a state newsletter (e.g., the California CPSA Newsletter, 444 Dolores Drive, Woodland, CA 95695) and other useful newsletters published by specific communities (e.g., in California, the Los Angeles Area CPSA newsletter, P.O. Box 553, Altadena, CA 91001).

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CPS RESOURCE AGENCIES

1. Order Department
   AAA Foundation for Traffic Safety
   8111 Gatehouse Road
   Falls Church, VA 22041
   (703) 222-6891

   (Public Safety Department
   Auto Club of Southern California
   2601 S. Figueroa Street
   Los Angeles, CA 90007
   (213) 741-4480

   Traffic Safety Department
   California State Auto
   Association
   150 Van Ness Avenue
   San Francisco, CA 94101
   (415) 565-2306)

2. Allstate Insurance Companies
   Allstate Plaza
   Northbrook, IL 70062
   (312) 291-5091

3. Office of Public Education
   American Academy of Pediatrics
   1801 Hinman Avenue
   Evanston, IL 60204
   (312) 869-4255

4. American Association for
   Automotive Medicine
   40 Second Avenue
   Arlington Heights, IL 60005
   (312) 640-8440

5. American Association of Oral and
   Maxillofacial Surgeons
   211 E. Chicago Avenue, Suite 930
   Chicago, IL 60611
   (312) 642-6446

6. American Automobile Association
   Contact your local AAA club

7. American Seat Belt Council
   Suite 460
   1730 Pennsylvania Avenue, N.W.
   Washington, DC 20006
   (202) 393-1300

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8. American Trauma Society
875 N. Michigan Avenue
Chicago, IL 60611
(312) 649-1810

(Orange County Trauma Society
321 North Rampart Street, Suite 120
Orange, CA 92668
(714) 937-5030

American Trauma Society
336 Claremont Blvd., Suite #3
San Francisco, CA 94127
(415) 759-7328

9. California Child Passenger Safety Association
444 Dolores Drive
Woodland, CA 95695
(916) 662-3961 or (916) 666-2006

10. California Office of Traffic Safety
7000 Franklin Boulevard, Suite #330
Sacramento, CA 95823
(916) 445-9734

11. Canada Ministry of Transport
Transport Canada Building
Floor 27 B, Place De Ville
Ottawa, Ontario
Canada K1A ON5
(613) 992-0077

12. Child Passenger Safety Information
1-800 CARSEAT

13. Epilepsy Foundation of America
4351 Garden City Drive, Suite 406
Landover, MD 20785
(301) 459-3700

14. F.L.I. Learning Systems, Inc.
P.O. Box 2233
Princeton, NJ 08540
(609) 921-2020

15. Health and Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20201
(202) 245-6867

16. Highway Users Federation
1776 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(202) 857-1235

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15. Insurance Information Institute
110 William
New York, NY 10038
(212) 669-9212

16. Insurance Institute for Highway Safety
Communications Department
Watergate 600, Suite 300
Washington, DC 20047
(202) 333-0770

17. Los Angeles Area Child Passenger Safety Association
P.O. Box 553
Altadena, CA 91001
(213) 204-1100 or
(213) 798-5197

18. Michigan Office of Highway Safety Planning
General Office Building
7150 Harris Drive
Lansing, MI 48913
(517) 322-1942

19. Minnesota Safety Council
Project Childsafe
555 Wabasha, Suite 102
St. Paul, MN 55102
(612) 291-9150

20. Motor Vehicle Manufacturers Association of the United States, Inc.
1909 K Street, N.W., Suite 300
Washington, DC 20006
(202) 862-3900

21. National Child Passenger Safety Association
Box 841
Ardmore, PA 19003
(215) 642-4360

22. National Highway Traffic Safety Administration
Office of Occupant Protection
(NTS-10)
400 Seventh Street, S.W.
Washington, DC 20590
(202) 426-9294

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23. National Safety Council
444 N. Michigan Avenue
Chicago, IL 60611
(312) 527-4800

24. New Jersey Hospital Association
Infant Safety Car Seat Program
760 Alexander Road
Princeton, NJ 08540
(609) 452-9280

25. Operation Care
New York State Police
Building 22, State Campus
Albany, NY 12226
(518) 457-3258

26. Physicians for Automotive Safety
Communications Department
P.O. Box 430
Armonk, NY 10504
(914) 273-6446

27. Public Information Materials Center
Highway Traffic Safety Research Institute
University of Michigan
Huron Parkway and Baxter Road
Ann Arbor, MI 48109
(313) 764-2171

28. Tennessee Governor's Highway Safety Office
Suite 1800
James K. Polk State Office Building
Nashville, TN 37219
(615) 741-2589

29. The Travelers Insurance Companies
One Tower Square
Hartford, CT 06115
(203) 277-6051

30. Virginia Child Passenger Safety Association
P.O. Box 31
Danville, VA 24541
(804) 792-0605

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32. Visucom Productions, Inc.
P.O. Box 5472
Redwood City, CA 94063
(415) 364-5566

SAFETY SEAT MANUFACTURERS

Company	Contact	Product
Babyhood Industries 508 Boston Turnpike Shrewsbury, MA 01545 (617) 845-4231	General Manager	Wonda Chair, Model #810
Century Products, Inc. 1366 Commerce Drive Stow, OH 44224 (216) 686-3000 or 3250 East 26th Street Vernon, CA 90023 (213) 265-2442	Sales Manager	Infant Love Seat, #4510 Convertible: #100 - #4100 #200 - #4200 #300 - #4300 #400 - #XL-4400 Booster: Safe-T-Rider 2, #4760 (Requires Tether) Commander Car, #4810
Chrysler Corporation P.O. Box 1919 Detroit, MI 48288 (313) 956-3953	Any Dealer	Infant: Love Seat Booster: Child Seat
Collier-Keyworth Co. 1 Tuttle Place Gardner, MA 01440 (617) 632-0120	Sales Manager	Infant: Cuddle Shuttle, #810 Convertible: Round Tripper, #903 Safe & Sound II, #911, 915, 921, 931 Booster: Co-Pilot II, #971, 981 Voyager, #830, 832, 840 842, 844, 850, 852, 854
Cosco-Peterson 2525 State Street Columbus, IN 47201 (812) 372-0141	Sales Manager	Infant: First Ride, #582 Convertible: Safety Seat, #78c Commuter Car Seat, #85a Safe & Easy, #313c Safe & Snug, #323a Safety Shield, #681c Booster: Travel Hi-Lo, #183a (Tether Required) Delux Travel Hi-Lo, #383a (Tether Required) Explorer I, #099a

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Company	Contact	Product
Evenflo Juvenile Products 1801 Commerce Drive Piqua, OH 45356 (513) 773-3971 or 6235 St. Andrews Place Los Angeles, CA 90047 (213) 759-9191	Product Manager	Infant: One-Step Car Seat, #401 402, 405 Dyn-O-Mite, #441, 442 Convertible: Safe Guard, #301 Wings - Bobby Mac, #417, 475 Bobby Mac Deluxe II, #415 Bobby Mac Lite, #452 Booster: Four Stage Seat, #260
Ford Motor Company Parts and Service/Accessory 3000 Schaefer Road P.O. Box 1902 Dearborn, MI 48121 (313) 337-5428	Child Safety	Infant: Infant Carrier Toddler: Tot Guard
Graco Children's Products Main Streets Elverson, PA 19520 (215) 286-5951	Marketing	Infant: Snug Seat Convertible: G.T. 1000
International Mfg. Co. 2500 Washington Street P.O. Box 541 Boston, MA 02119 (617) 442-9700	Sales Department	Convertible: Astroseat, #9100a, 9300a Booster: Teddy Tot Astrorider, #6000
Kolcraft Products 3455 West 31st Place Chicago, IL 60623 (312) 247-4494 or Kolcraft of California 5430 Union Pacific Avenue Commerce, CA 90040 (213) 724-9403	Sales Marketing	Infant: Rock-N-Ride, #13123, 13124 Convertible: Hi-Rider XL II, #17842 17843, 17844, 17845 Quik Step Car Seat, #17710, 17711, 17718, 17719 Booster: Tot-Rider, #19230 (Requires Tether) Quik Step, #19830 Tot Rider, #19127
Nissan Motor Corporation P.O. Box 191 Gardena, CA 90247 (213) 532-3111	Consumer Relations	Convertible: Child Safety Seat

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Company	Contact	Product
Pride-Trimble Southern Pines, NC 98387 (919) 692-7541 or 539 West Rosecrans Avenue Gardena, CA 90248 (213) 770-6382	Sales Manager	Convertible: Pride Ride, #820, 830
Rupert Industries P.O. Box 624 851 East Palatine Road Wheeling, IL 60090 (312) 537-0066 (800) 323-6598	Sales Department	Vest: Harness Restraint Children's Size 101s 101tc Children's Size 102s 102tc
Strolee of California P.O. Box 5786 Rancho Dominguez, CA 90221 (213) 639-9300	Sales Manager	Convertible: Wee Care Car Seat Large w/ Arm Rest, #618 #612 Small w/ Arm Rest, #610 #609 Booster: Wee Care w/ Shield, #605 #604, 602
Volvo Of America, Corp. Accessory-Marketing Dept. Rockleigh, NH 07647 (201) 768-7300	Sales Manager	Booster: Safety Cushion, #11883444
Welsh Company 1535 South 8th Street St. Louis, MO 63104-3898 (213) 639-9300	Sales Manager	Convertible: Travel Tot, #1821, 1822

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LIABILITY INSURANCE FOR SAFETY SEAT LOANER PROGRAMS*

DO LOAN-A-SEAT PROGRAMS NEED LIABILITY COVERAGE?

Elaine Weinstein Lawless
Philadelphia Health Management Corporation
841 Chestnut Street, Suite 1290
Philadelphia, PA 19107

Forrest M. Council
Highway Safety Research Center
University of North Carolina
Chapel Hill, NC 27514

Joseph F. Lawless, Jr., Esq.
Nineteenth Floor
Three Penn Center Plaza
Philadelphia, PA 19102

MARCH, 1983

*A "Special Report on Product Liability Insurance for Safety Seat Rental Programs" and "Negligence Coverage Neglected" (Fall 1984) are available from the National Child Passenger Safety Association
Box 841
Ardmore, PA 19003
(215) 642-4360

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The Liability Problem - the Fact and the Commotion

Child safety seats are specially designed automobile restraint systems for children under five years of age. They are designed to spread the forces of a crash evenly over a young child's delicate body. Research has shown that child safety seats can be between 50-60% effective in reducing deaths and injuries sustained by young children in automobile accidents, yet usage rates remain disappointingly low.[1] A study by the National Highway Traffic Safety Administration (NHTSA) found that 38% of infants less than one year old and 14% of children one to four years old were properly protected by child safety seats.[2] Awareness of the existence of child safety seats by the general public has increased substantially since 1979. Efforts are now underway across the country to educate parents about the need to use child safety seats. The seats are also becoming more accessible. They are more visible in retail stores, there are more models available and there are more Loan-A-Seat (rental) programs in operation.

Loan-A-Seat programs have been in existence for at least ten years, but still provide a unique service. Through such programs, a parent is able to rent a child safety seat for a short period of time for a nominal fee. Typically, when the seat is returned, all or part of the fee is refunded. Loan-A-Seat programs are run largely by volunteers and service organizations. The safety seats are purchased through money received as donations or through fund raising activities, since these groups tend to have very little money to finance their programs.

The impetus for such programs is increasing. In addition to the obvious need to overcome the "high-cost excuse" for non-use, a great deal of interest in loaner programs aimed at low-income constituents is being generated by state legislatures mandating child restraint usage. As of March 1, 1983, 24 states have passed laws mandating child safety seat use or child passenger safety education programs. One state mandates the use of child safety seats by day care agencies. As a result, the current social and political climates both support the implementation of loaner programs.

Unfortunately, the current legal climate provides one of the largest barriers--the fear of law suits. The growing national trend toward litigation has most definitely affected the loaner program area. Of interest is the fact that the major effect - and the most detrimental one to the movement - does not stem from the loss of actual suits (and resulting insurance cost increases) but from rumors of such suits and the emotional reaction of many groups to this possible problem. Indeed while not one of the many loaner programs in existence has been sued (much less lost a law suit), there have been cases where loaner programs have not been implemented because of the fear of being sued or the fear of not being able to obtain liability insurance coverage.

The problem faced is one of overcoming this emotional roadblock on the part of potential loaner groups and insurance companies while, at the same time, ensuring that potential liability is limited to greatest extent possible. The fact that this could happen means every loan program should determine how best to protect themselves.

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This paper will:

a) review the liability issues that loan programs should consider,

b) determine which fears are real and imagined,

c) review what activities over the last four years have fueled these concerns,

d) review what actually happens when someone is sued, and

e) identify what measures groups should take to protect themselves.

History

Since the spring of 1979 there have been rumors of lawsuits and rumors that loan programs could not obtain liability insurance. At the National Highway Traffic Safety Administration's Regional Child Restraint Workshop in Chicago in 1979, it was mentioned that an American Automobile Association (AAA) chapter in San Antonio, Texas could not start a loan program because they could not get liability insurance. Attempts to confirm this story were futile. AAA in Washington, D.C. was unable to verify the rumor. NHTSA's regional office in Fort Worth and the Texas Office of Traffic Safety had heard nothing nor could they find anyone who could confirm the story.

At this same workshop, it was reported that one of the manufacturers had been sued. This was about the time of the highly publicized Ford Pinto fire cases and product liability issues were receiving national attention. There was, in fact, one case identified where a child safety seat manufacturer had been sued, but the case was thrown out of court because it was determined that the vehicle seat belt had not been used.

Throughout the rest of 1979 groups were constantly calling the NHTSA to find out what the "story" was on liability - had there been any lawsuits identified and were groups able to get liability insurance. The callers were, more often than not, leaning towards not implementing new loan programs because of the rumors they had heard.

Because of the level of anxiety that was building over what up to this point were undocumented problems, the December 1979 National Conference on Child Passenger Protection in Washington, D.C. scheduled a special workshop on "Product Liability: Considerations for Distribution Programs". At this workshop some real problems were identified. The New York chapter of the Jaycettes were threatened by the Hartford Insurance Company with cancellation of their policy if they implemented their loan program. The Jaycettes wound up being covered under the General Motors policy since they were renting the GM infant carrier. The Vermont Porter Medical Center reported that Aetna Insurance Company threatened to cancel their policy if they implemented a loan program. The Medical Center appealed to Aetna's regional office who said that the program was uninsurable. They next appealed to Aetna's home office who stated that they would insure the program at $8.59 per seat with the requirements that the use of the seat be demonstrated, that a signed agreement be made, and that a copy of the manufacturers written instructions be given to each renter. All of these requirements were sensible and should be followed by every loan program. Aetna was properly concerned that parents would

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claim they had received incorrect or insufficient instructions.

Needless to say these two stories spread like wildfire around the country. Groups, including one Governors Traffic Safety Commission, were abandoning their plans to start loan programs. The NHTSA and Highway Users Federation for Safety and Mobility (HUFSAM) jointly conducted a survey to determine how widespread the problem of obtaining insurance coverage was. NHTSA contacted all the regional offices who in turn requested each Governors Highway Safety Office to determine if in any of their states loan programs were having problems obtaining liability insurance. HUFSAM conducted a survey of participants at the December 1979 conference known to be involved in loan programs requesting information on any problems they or any program they were aware of had in obtaining liability insurance. Only four cases turned up.

- Hartford Insurance Company would not insure a Winconsin Epilepsy Foundation loan program
- Continental Insurance Company would not cover a Detroit Children's Hospital loan program even though they carried the hospital's general liability policy
- Illinois Insurance Company would not insure an Illinois Jaycettes loan program
- St. Paul Insurance Company would not insure the London, New Hampshire, Kiersage Visiting Nurses loan program

Counting the New York Jaycettes and the Vermont Porter Medical Center, a total of six programs had difficulty obtaining liability insurance. In one case Aetna, who had refused to insure Vermont, was providing coverage on a loan program in another state. On the other hand, hundreds of loan programs were in operation and had not had problems or perhaps did not have insurance coverage. There were more than 70 loan programs in Michigan at that time alone. But the question remained, why did these six programs have a problem?

NHTSA and HUFSAM then contacted the insurance associations - Alliance of American Insurers (AAI), American Insurance Association (AIA), and the National Association of Independent Insurers (NAII). The insurance association representatives said they did not understand why this was happening. They thought the programs were worthwhile and did not want the insurance industry to appear as if they were against a valuable safety program. After exploring the problem within their associations, it was concluded that the decisions not to insure loan programs were being made by local actuaries, low level employees who had little data on how child safety seats perform in crashes and no experience against which to underwrite the policies. What was also revealed was that safety equipment - of any kind - was difficult to insure and typically fell into the high risk category. While this may not seem logical to programs renting equipment designed to reduce injury, it may be a fact of life that loan programs have to contend with. It's not that loan programs cannot get liability insurance, it may just be more expensive than they may be able to afford or wish to pay.

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The insurance associations offered to review each case where coverage is denied on an individual basis to determine why coverage was denied and if in fact it could be offered. HUFSAM offered to be the central reporting point for programs denied coverage to call for assistance. Only one case subsequently came to HUFSAM's attention. They brought the case to the attention of the appropriate insurance association and it was resolved in favor of providing coverage for the loan program.

Negligence or Strict Liability

What is the situation that exists today? There is still very little documentation that a problem actually exists, yet the perception of risk is still very high. It is important however, to understand the risk itself. While the following is a somewhat broad oversimplification, it does set forth exactly what the risks are.

In the event that a child is injured while restrained in a child safety seat, the parents of the child will institute an action "in tort". Broadly defined, a "tort" is a civil wrong (such as physical injury) for which the courts will provide a remedy in the form of a lawsuit to recover "damages" (an award of money). There are two general theories of liability under which damages might be awarded against a loaner program for injuries a child receives while in an infant carrier. The loaner program might be found to be "negligent" or, alternatively, might be found to be liable for damages under a theory of "strict liability".

Simply stated, negligence occurs when one party breaches a duty of care owed to a second party and the second party is injured as a result of that breach. Generally, the duty of care owed is "reasonable care" -- care which is reasonable under the particular circumstances of an individual case. A loaner program can be found to be negligent for failure to inspect seats prior to rental, failure to properly train its workers, failure to properly instruct the new mother on the proper use of the seat, or, conversely, failure to warn the new mother of the potential consequences of improper use of the seat. For example, if a previously rented seat is returned with a damaged shoulder harness and the seat was rerented without replacement of the damaged harness and the child was injured by harness failure, the injured child could successfully recover damages in an action for negligence against the loaner program. So too, if a worker gives incorrect instructions on the use of the seat or fails to properly warn the parent of the consequences of improper use, an action for negligence against the program could well be successful.

Negligence

The finding of negligence against a program can only be prevented by taking steps to insure that negligence does not occur and to document all training given to both workers and seat renters. It should be remembered, however, that even if the following precautions are carefully followed, this will not prevent the allegation of negligence and the filing of a lawsuit. These steps will, however, provide a written, contemporaneous record of the steps taken by the program worker in the examination of the seat and training and instruction of the renter. These will serve to supplement oral testimony of the worker-witness, should litigation ensue and also help to refresh the

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worker's recollection should he or she fail to recall the details of a particular rental transaction. As above stated, these precautions won't prevent a lawsuit. They will, however, provide useful tools in defeating that claim once litigation commences.

TRAINING

Thoroughly train your workers. Be certain that all staff who rent and demonstrate seats can give accurate information. All staff should have step-by-step instructions for how to teach parents to use the safety seat and the training of each individual worker should be thoroughly documented.

EXAMINE THE SEAT

Thoroughly examine each seat prior to renting it to a parent. Document the condition of the seat on the rental agreement. If available, take a polaroid photograph of the seat to confirm its condition and keep it with your copy of the rental agreement. NEVER rent a damaged seat. Any accident-involved seat should be replaced immediately with a new seat and the used seat retired to a place of honor since it has done its job properly.

DEMONSTRATE THE SEAT

Carefully demonstrate the seat to the parents. Use a checklist to be certain you've covered everything. Demonstrate each item on the checklist and initial each item that was demonstrated. If a second member of the organization is present, have that person initial the checklist as a witness, indicating that you've properly demonstrated the seat and instructed and warned the parents of the risks of proper and improper seat usage.

DOCUMENT THE PARENT'S UNDERSTANDING OF PROPER USAGE

Have the parents demonstrate the use of the seat to you. This should be done before they sign the rental agreement. The rental agreement itself should contain a clause indicating that the parent has been instructed and has in fact demonstrated an understanding to the loaner program worker that the parent is capable of properly using the child restraint. Include a clause indicating the parent's agreement (promise) to use the child safety seat according to the manufacturers instructions at all times.

WRITTEN INSTRUCTIONS

Provide each renter with a copy of the manufacturers written instructions.

The simplest way to avoid liability for negligence is to impress upon your workers that they are demonstrating a piece of equipment designed to save a life. The same amount of care should be used in demonstrating how to use a child restraint that one would use in demonstrating a parachute or a life preserver. With this in mind and an established set of procedural guidelines for the training of the worker and renter, the risk of negligence and recovery in an action for negligence against the program will be minimized.

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Strict Liability

An alternative theory available to a plaintiff in an action for injury sustained by a restrained child is called "strict liability".[3] Stated as simply as possible, the strict liability theory holds that the "seller" of a "defective" product is liable for physical harm caused to the user of the product, if the product is found to be unreasonably dangerous to the user or consumer. The seller can be held responsible for such harm even if the seller has exercised all possible care in the preparation and sale of the product. The theory of strict liability was developed with the understanding that:

> . . . Public policy demands that responsibility be fixed wherever it will most effectively reduce the hazards of life and health inherent in defective products which will reach the marketplace. Escola v. Coca-Cola Bottling Company, 24 Cal. 2d 453, 150 P. 2d 436 (1944).

In accepting this theory, the appellate courts throughout the country reasoned that, once one is in the business of supplying products, he does and should assume a special responsibility towards the consuming public. By adopting strict liability, the responsibility for injury was placed upon those who, through manufacture or distribution, intend that products reach the marketplace and the consumer.[4]

On its face, strict liability applies only to those engaged in the business of "selling" and would not, therefore, apply to loaner programs who rent child safety seats. The courts, however, have expanded strict liability to include lessors, reasoning that strict liability was intended to include anyone who is in the business of "supplying human beings with products which may endanger the safety of their persons or property".[5]

What, then, protects the "seller" -- or more specifically, the loaner program -- from an award of damages under a strict liability theory? If the courts uphold the theory of strict liability, then there is no absolute protection for a loaner program since the entire chain of distribution (loaner program, wholesaler, manufacturer) can be held liable for defects caused by the manufacturer in design or construction. There are, however, some legal mechanisms and legal considerations that may ultimately provide the loaner program with protection. First there is the right of indemnification -- or in laymans' terms, reimbursement. Indemnification is available for one who is secondarily liable (the loaner program) from one who is primarily liable (the manufacturer). In Pennsylvania, for example, one who, without active fault on his own part, has been compelled by some legal obligation (such as strict liability) to pay damages occasioned by the initial negligence of another, is said to be "secondarily" liable and may seek "indemnification" (reimbursement) from the one who is primarily liable (the manufacturer). Indemnification can be obtained from the manufacturer by a damage award against the manufacturer in a separate action by the program against the manufacturer. Practically speaking, however, once the loaner program is sued and the manufacturer is, or eventually becomes, a defendant in the same action, the loaner program will file a "cross claim" against the manufacturer, alleging in substance that, if there was any injury caused by anyone's negligence and an award is entered against the loaner program, the manufacturer is responsible to the loaner program for any injuries caused by the manufacturer's design defect. Accordingly, the issue of primary and secondary liability for the injuries and indemnification of the loaner program will be determined in one lawsuit.

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In most, if not all, jurisdictions, if the loaner program is the sole defendant, there are procedural mechanisms available to the program to ensure that all those who are potentially responsible become part of the suit. Experienced insurance defense attorneys have noted a tendency on the part of plaintiff lawyers in multiple defendant cases to simply sue the local -- and therefore, most convenient -- defendant and place the onus on the local defendant to join other defendants in the suit. This eliminates costs, expense, and potential aggravation for the plaintiff, who can then concentrate on preparing for trial. Once the manufacturer has been joined as an additional defendant, an appropriate crossclaim will bring the indemnification question to issue and the decision of how damages are properly allocated will be determined in a single proceeding.

It should be noted that the right of indemnification only works to the benefit of one who is secondarily liable. The loaner program would not have to indemnify the wholesaler or manufacturer for any damage award the wholesaler or manufacturer might have to pay as a result of their being found strictly liable.

The second legal consideration that may provide protection is the proposed Uniform Product Liability Law. The Uniform Product Liability Act, drafted in 1979 by the Department of Commerce, all but eliminates strict liability of anyone other than the manufacturer, unless the manufacturer is unavailable for suit or insolvent. While the act has not been passed, the courts in some states have adopted its approach.

It should also be noted there are some jurisdictions in which strict liability has not been adopted by the appellate courts and it would pay the loaner program to consult local counsel to confirm the law in each state.

Protecting Yourself

Regardless of whether the loaner program may be liable under negligence or strict liability theories, primary consideration should be given to protecting personal assets of those actually running the program. The simplest means available to provide this protection is to have the program incorporated. The establishment of a separate, corporate entity will serve to insulate the individual participants from personal liability for any of the corporation's actions. An attorney would be needed at the outset to incorporate the program and insure that proper corporate procedures are followed, but the protection incorporation would provide far outweighs the minimal cost involved. Many lawyers will do pro bono (free) work for worthy causes and their services might be available to help you incorporate your program. Care must be taken to comply with the corporate laws of your particular jurisdiction in the actual operation of the corporation, as a "straw" (or phoney) corporation won't serve to protect individuals from personal liability. If the corporate structure is to be an effective protective device, it must be a true corporation. In most cases, such laws are simple to comply with and will not interfere with the effecient day-to-day operation of the program.

Liability insurance is another alternative means of protecting the individual assets. If the program is sued, the insurance company will provide the attorney. It should be remembered that, regardless of whether or not insurance is obtained, if the program is sued, an attorney will be necessary. Not only will the insurance company provide the necessary protection for personal assets,

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they'll also supply the legal expertise to defend the suit at no additional cost to the insured. Once a claim is made, the insurance company will evaluate it and determine if it has merit and should be paid. If the company declines to honor the claim and suit is filed, the insurance company and the attorney they provide will evaluate the case and determine whether or not to settle the claim out of court or proceed to trial. When an insurance company is involved in claim evaluation, this then becomes, essentially, a dollars and cents determination (legal fees vs. possible damage award, considering the precedential consequences of settling that type of claim). If the insurance company decides to settle, a dollar figure will be agreed upon and the case is over as far as the program is concerned. If the decision is made to go to trial, the insurance company will direct and pay for the preparation of a defense to the claim.

If a program is uninsured and they wish to defend a suit, they will have to hire their own attorney. If the program lacks sufficient assets to offer a settlement or feels it should not, then trial -- costly and expensive -- will be necessary. As can be seen, therefore, the safest and potentially least expensive means to protect your program is liability insurance. Insurance coupled with incorporation can serve as an effective insulation for those individuals involved in the program and, in the event of a lawsuit, the least expensive means of defending against a claim.

The Lawsuit

A lawsuit is initiated by the filing of a complaint, a legal document which outlines the claim of the plaintiff (parents of a child) against the defendants (the manufacturer and/or loaner program). Once filed, the loaner program's attorney will examine the complaint to determine if it is legally sufficient in form and content. If not, preliminary objections will be filed which could result in the dismissal of the complaint. If the complaint is adequate, then the attorney decides what, if any, response is required according to the law of the particular jurisdiction. As above noted, if the manufacturer is not at that point a defendant, the attorney for the program may file a complaint in joinder, bringing in the manufacturer as a defendant in the suit and setting forth a cross-claim against the manufacturer to ensure indemnification of the program, if any award is made against the program on a strict liability theory. Once these matters are before the court, both sides begin preparation for trial through discovery proceedings, various procedural devices designed to allow both sides to prepare for and expedite the trial of the suit. The methods of discovery set forth below may vary in name according to each jurisdiction, but are, inform, essentially the same. They may seem duplicitous at first glance, but each step can provide useful information to both sides.

Each side's attorney may compel the other to produce all relevant documents in their possession. The loaner program will demand the production of medical reports, medical bills, written statements, etc. The plaintiff will seek records relating to the training of program workers, instructions given to car seat renters and any other records which provide information relating to the potential liability or negligence of the program. As can be seen then, thorough and regular recordkeeping, as outlined above, is essential.

Both sides may also be compelled to respond to written questions answered under oath (interrogatories). These answers are binding later if the case

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actually goes to trial, so the questions may include information ranging from the founding of the loaner program to its current activities. Questions could include request for the number of seats actually rented, the training of individual workers and rental program procedures.

This same information, if obtained orally rather than in writing, is called a deposition. One or both lawyers may ask questions at a deposition. Testimony by deposition is as binding as if you were in court before a judge or jury, and may be used in the actual trial itself.

Each aspect of pre-trial discovery provides useful information which can be utilized in other phases of pre-trial proceedings. Answers to written interrogatories, for example, can be used to cross-examine the program worker as to whether or not the worker actually followed the procedures outlined in the program's answers to written interrogatories. Conversely, a medical report produced by a plaintiff can be utilized in cross-examining the treating physician by the program's attorneys. Further, a checklist initialed by a renting mother can be used in questioning the mother to rebut any claim that the mother was not properly instructed in the use of the car seat. Some or all of the information provided in pre-trial discovery may end up being used in trial. As can be seen, an experienced trial lawyer is vital in protecting the program from an award of damages. Accordingly, the least expensive means of obtaining an experienced trial lawyer is to have liability coverage.

Throughout the pre-trial aspects of the case, or any part of the proceedings prior to the actual trial itself, the attorney for the loaner program can request the court to dismiss the case for various reasons developed as a result of the discovery process. In Pennsylvania, for example, a Motion for Judgment on the Pleadings can be filed once all the pleadings have been completed (that is, once all the documents outlining the parties' respective claims are filed).

This motion asks that the suit be dismissed, arguing that the issues raised can be determined on the face of the pleadings. Simply stated, the pleadings demonstrate no real factual dispute. A Motion for Summary Judgment may also result in the pre-trial dismissal of the suit. Such a motion permits a court to rule based on all the pleadings filed, plus the answers to interrogatories, deposition and other items of pre-trial discovery. If these motions are not granted the case proceeds to trial.

At trial, the plaintiffs must present their case first. At the end of their case, the loaner program's attorney can move to dismiss the case if the plaintiffs have failed to prove a claim under either a negligence or strict liability theory against the program. If the judge agrees, the loaner program is dismissed as a defendant and is no longer part of the case. If the judge disagrees, the loaner program remains part of the case and when all sides have presented their arguments or defenses, the case then goes to the jury. The jury will also decide the program's cross-claim against the manufacturer.

If the jury does not find the loaner program liable on either theory, nothing has been lost other than some time and perhaps some legal fees. If the jury does find the program negligent, an award can be entered solely against the

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program. If the program is found liable jointly and severally with the manufacturer on a strict liability theory, the jury will also have to decide on the program's cross-claim. If the program is found liable on a strict liability theory, it is likely that the manufacturer will also be found liable to the program on the loaner program's cross-claim for indemnification, effectively eliminating the possibility of the program having to pay a damage award.

Summary

As can be seen, the safest means to protect the program and the individuals in it is incorporation, the purchase of liability insurance coverage, and perhaps more importantly following the four steps outlined earlier:

- Proper Training of Volunteers
- Careful Examination of the Seat Before Rental
- Demonstration of Proper Restraint Usage
- Documenting the Parent's Understanding of Proper Usage
- Providing Written Instructions

Incorporation and insurance coverage will insulate the individuals running the program from personal liability, provide sufficient coverage to settle meritorious claims which may be made against the program and provide experienced attorneys, expertise and funding in the event of a suit which must be defended. Unfortunately, liability coverage also increases the cost of operation of the program. If the program lacks the funds to purchase liability coverage, the next best protection is incorporation, coupled with strict compliance with the rules governing the running of corporations in each jurisdiction. Such compliance is necessary to prevent a finding that the corporation is merely a "straw corporation" -- an improper attempt to hide behind a corporate shield. By setting up a legally effective corporate structure, the individuals who act on behalf of the corporation and within the proper scope of their individual duties are protected by this shield. The conservative, safest, most expensive and recommended approach is both incorporation and liability coverage. A program can be incorporated at minimal cost and liability coverage can be obtained at slightly greater cost ensuring the ultimate protection.

While incorporation and liability insurance will provide protection against out of pocket expenses and losses, running the program carefully and conscientiously documenting the transactions will provide the best protection against losing the suit if it is brought to trial. This final step to protection must be taken by the program each time a seat is rented.

Finally, the loaner program advocates must remember that while "liability" is a troublesome word, it has a positive side. The threat of liability in loaner programs, just as in other programs, keeps program managers and personnel "on their toes," and by doing this it helps us meet our ultimate goal to provide the maximum protection possible for the children we care about. Contact safety seat manufacturers to see if they will cover their safety seats when being used in loaner programs. (See "Resources" - Safety Seat Manufacturers.)

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[1]Nichols, James L. "Effectiveness and Efficiency of Safety Belt and Child Restraint Usage Programs", National Highway Traffic Safety Administration, January 1982

[2]IBID

[3]A plaintiff in a lawsuit is permitted to sue under alternative theories in a single suit. If a loaner program is sued, they likely will be sued for both negligence and strict liability.

[4]Restatement of Torts, 2nd, § 402A

[5]North v National Equipment Leasing Corp. __Pa.__, 439 A2nd 633 (1981); Fraconi v Gibsonia Truck Corp. 422Pa. 362, 372 A2nd 736 (1977); Lechuga v Montgomery, 12 Ariz. App.32, 467 P2d 256 (1970); Bachner v Pearson, 479 P. 2d 319 (Alaska 1970); Price v Shell Oil Co., 2 Cal. 3d 245, 85 Cal. Rptr. 178, 466 P. 2d 722 (1970); McClaflin v Bayshore Equipment Rental Co., 274 Cal. App. 2d 466, 79 Cal. Rptr. 337 (1969); Martin v Ryder Truck Rental, Inc., 353 A. 2d 581 (Del. 1976); Stewart v Budget Rent-A-Car Corp., 52 Haw. 71, 470 P. 2d 240 (1970); Galluccio v Hertz Corp., 1 Ill. App. 3d 272, 274 N.E. 2d 178 (1971); Stang v Hertz, 83 N.M. 730, 497 P. 2d 732 (1972); Rourke v Garza, 530 S.W. 2d 794 (Tex. 1975); George v Tonjes, 414 F. Supp. 1199 (W.D. Wis. 1976).

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2. The Grantsmanship Center
   1031 South Grand Avenue
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   "How to Develop A Fund-Raising Strategy"
   "Knocking on Doors"
   "Special Events Fund-Raising"
   "Volunteers from Business."

3. Shirley Gower
   Orange County Trauma Society
   321 North Rampart, Suite 225
   Orange, CA 92668

4. Steve McCurley
   Volunteer: The National Center for
   Citizen Involvement
   1111 North 19th Street
   Arlington, VA 22209

MEDIA RESOURCES

1. Ayer's Directory of Newspapers and Periodicals,
   West Washington Square
   Philadelphia, PA 19106

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   1031 South Grand Avenue
   Los Angeles, CA 90015;

   "Guide to PR for Non-Profits"
   "Marketing Non-Profits."

3. National Safety Council
   444 N. Michigan Avenue
   Chicago, IL 60611
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(With thanks to Robert S. Vinetz, M.D., Los Angeles, CA)

By now, you also have become a valuable child passenger safety resource. Continue to share what you have learned with your family, your friends and your community. Share your success stories with your counterparts in other communities, and soon the ultimate goal of our CPS efforts will be realized, -- all children will be riding safely secured in automobiles!

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